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ABSTRACT

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. This paper focuses on reading skills achievement. It reports data by schools and by school type and curriculum group for the eight administrations of the achievement monitoring tests. Results are given for each of the 12 WDRSD skills content aggregations. It is not clear that school type or curriculum has a significant effect on achievement for either grade. Appendices, the bulk of the volume, contain all forms and versions of the tests. (BS).

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Phase IV

Project Paper 80-10

READING SKILLS ACHIEVEMENT OVER EIGHT ADMINISTRATIONS OF THE ACHIEVEMENT MONITORING TESTS - GRADES 2 AND 5

COMPARATIVE STUDY OF PHASE IV IGE EVALUATION PROJECT

by Anne G. Nerenz

August 1980

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and Development Center
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Anne G. Nerenz

Report from the
IGE Evaluation Project

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for Individualized Schooling
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Abstract

This report is one in a series of papers which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the IGE Evaluation Project. Specifically, it deals with a single variable--Reading Skills Achievement--and reports data by schools and by school type and curriculum group for the eight administrations of the achievement monitoring tests. A more detailed description of the design of the study and the expected relationships among the variables is provided in Project Paper 80-2 (Romberg, Webb, Stewart & Nerenz, 1980) and the reader may find that report helpful in understanding the data discussed here.

I

INTRODUCTION

The IGE Evaluation Project has as a central objective the identification of features of IGE schooling which contribute to successful instruction, especially in reading skills and mathematics. Although the first four phases of this project focused on different aspects of IGE, they were designed to provide complementary data bases resulting in a comprehensive description of this form of schooling. With this goal in mind, Phase IV was designed to supplement information collected in Phases I and III by providing detailed information on a small number of curricular and instructional variables. That is, whereas these phases investigated organizational, system, general means of instruction, and general achievement variables, the main purpose of Phase IV was to investigate the three R & D Center-produced curriculum programs whose instructional procedures and materials were specifically designed to be compatible with instructional programming for the individual student. These programs are the Wisconsin Design for Reading Skills Development (WDRSD) (Otto, 1977), Developing Mathematical Processes (DMP) (Romberg, 1977), and Prereading Skills (PRS) (Venezky & Pittelman, 1977).

Phase IV was divided into two parts--the Descriptive Study and the Comparative Study--and information on the design and procedures used during each portion may be found in Project Papers 79-42 and 80-2 (Webb & Romberg, 1979; Romberg, Webb, Stewart, & Nerenz, 1980.) Briefly, each part was designed to provide detailed information on two variables--means of instruction and pupil outcomes--using achievement monitoring and domain referenced tests, teacher logs, and classroom observations. In addition, a smaller amount of information on background, organizational, and program variables was obtained using principal, unit leader, and teacher interviews. This paper focuses on the data obtained from the reading skills achievement monitoring tests and reports aggregated general objective scores for Grade 2 and Grade 5 students from 11 schools over eight test administrations.

II

DATA COLLECTION AND ANALYSIS

Test Development and Administration

The reading skills achievement monitoring tests were designed to provide information on a large number of skills from the three elements of the WDRSD program and yields a measure of change in achievement for the entire group rather than for individual children. At Grade 2, data were obtained for 25 reading skills, and 26 objectives were tested at Grade 5. A list of skills, code numbers, and corresponding test items is provided in Tables 1 and 2.

In developing these tests, item statistics obtained in the WDRSD Descriptive Study were considered and test development procedures and correlational and reliability estimates are reported for these items in Project Papers 79-29 (Dunham, Nerenz, & Webb, 1979), and 79-2, 79-5, and 79-8 (Nerenz, 1979a-c). The small number of items and skills from the Descriptive Study tests which were eliminated from the Comparative Study tests because of low biserial correlations or unclear graphics (2 skills at Grade 2, 3 skills at Grade 5), were replaced by skills and items having high biserial correlations on a break-in testing (Stewart, 1976) and to which a considerable amount of instructional time had been allocated in the Descriptive Study.

Once skills had been identified and items were selected, the items were randomly assigned to one of four Grade 2 and Grade 5 test forms.

TABLE 1

WDRSD element, skill level, skill, code number
and test item number for the
Achievement Monitoring Tests - Grade 2
Comparative Study 1978-79

Observation Code Number	WDRSD Element	WDRSD Skill	Skill Description	Item Number by Test Form A	B	C	D
			Word Attack				
131	B	10	contractions	7	5		6
132	B	11	base words & endings	8		4	7
133	B	13	possessive forms of nouns	9	6	5	
123	C	11	final vowel	6	4		5
111	C	2	consonants & variants	10		6	8
134	C	16	synonyms & antonyms		7	7	9
121	C	7	long & short o͞o		8	8	10
122	C	8	middle vowel	5	3	3	
114	C	4	long vowels	2,3	1,2		2,3
115	C	6	diphthongs	4		2	4
135	C	18	multiple meanings	11	9	9	
143	D	7	possessive forms		12	11	12
141	D	4	syllabication	13	11		11
125	D	3	silent letters	12	10	10	
112	D	2	3-letter consonant blends	1		1	1
			Comprehension				
433	C	4	conclusions: 1 relationship	15	15		14
435	C	5	sequence: before/after	18		12	15
424	C	3	topic without organizer		14	17	13
415	C	1	detail: negatives	14	13	13	
			Study Skills				
241	C	7	graphs: differences		20	19	18
221	C	3	number - letter grids		16	16	17
224	C	5	measurement: distance	17	18	18	
212	C	1	non-pictorial symbols	16		15	16
322	C	11	alphabetizing	20	19		19
252	C	9	tables: one cell	19	17	14	

TABLE 2

WDRSD element, skill level, skill, code number and test item number for the Achievement Monitoring Tests - Grade 5 Comparative Study 1978-79

Observation Code Number	WDRSD Element	WDRSD Skill	Skill Description	Item Number by Test Form E	F	G	H
			Word Attack				
142	D	5	accent	2	2	1	
143	D	7	possessive forms	3		2	2
125	D	3	silent letters	1	1		1
			Comprehension				
411	F	1	suffixes	4	3	3	
413	F	2	indirect clues-application	5	4		3
441	F	6	sequence: implicit clues		7	7	7
425	F	4	central thought-without organizer	6	6	5	5
433	F	5	conclusions-indirect relationships	7		6	6
422	F	3	paraphrase-prepositions		5	4	4
			Study Skills				
213	D	1	point and line symbols	8	8		8
242	D	5	graphs: interpolation	13	15	10	
222	E	2	intermediate directions	10	9		9
231	E	3	scale: multiple whole units	11	10		12
325	E	13	guide cards	15	18	16	
315	E	8	indexes		17	15	18
313	E	9	dictionary meaning	19		14	14
214	E	1	point, line, and area symbols	9		8	10
243	E	4	graphs: differences in interpolations (+,-)		13	11	
254	E	6	tables: multiplicative differences		14	13	16
344	E	17	fact checking		19	17	17
314	F	8	dictionary pronunciation	16	11	12	
232	F	4	different scales: area	12	12		13
244	F	5	graphs: comparing interpolations (+,-,x,+)	14	16		15
335	F	11	outlining		20	18	19
331	F	9	card filing rules	17		9	11
345	F	12	catalog cards: selecting source	18		19	20

Thus, while all of the forms had the same number of items, all of the skills were not tested on each of the forms. The children at each grade were then divided into four groups. The four test forms were rotated among these groups over the test administrations as shown in Table 3 such that each group was administered the same test form on two occasions--once during the October to January administrations and once during the February to May administrations.

Analysis

As part of the analysis, the reading skills were aggregated into specific and general objectives. This process is described in detail in Project Paper 80-3 (Nerenz & Webb, 1980) and the relationship of the skills which were tested to the 12 general objectives is summarized in Figures 1-6.

This paper reports objective easiness scores on these general objectives for each school and for groups of schools having the same curriculum program and school type. The scores were calculated by dividing the number of correct responses by the number of possible responses and are reported as a percentage. The larger the percentage, the easier the skill.

TABLE 3

Rotation of test forms among the four student groups for eight administrations of the achievement monitoring tests

Grade 2

Test-Date	Test Time	Group 1	Group 2	Group 3	Group 4
Oct. 16 - 20	1	A	B	D	C
Nov. 13 - 17	2	D	A	C	B
Dec. 11 - 15	3	B	C	A	D
Jan. 22 - 26	4	C	D	B	A
Feb. 19 - 35	5	B	A	C	D
Mar. 19 - 23	6	A	D	B	C
Apr. 16 - 20	7	C	B	D	A
May 14 - 18	8	D	C	A	B

Grade 5

Test Date	Test Time	Group 1	Group 2	Group 3	Group 4
Oct. 16 - 20	1	E	F	H	G
Nov. 13 - 17	2	H	E	G	F
Dec. 11 - 15	3	F	G	E	H
Jan. 22 - 26	4	G	H	F	E
Feb. 19 - 23	5	F	E	G	H
Mar. 19 - 23	6	E	H	F	G
Apr. 16 - 20	7	G	F	H	E
May 14 - 18	8	H	G	E	F

General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case--Skill	Descriptor
01	Phonic Analysis--Consonants	01	Beginning and Ending Consonant Sounds	201 B 3	Beginning consonant sounds
				202 B 4	Ending consonant sounds
		02	Consonant Blends	203 B 5	Two-letter consonant blends
				208 C 3	More difficult two-letter consonant blends
				224 D 2	Three-letter consonant blends
		03	Special Consonant Sounds	207 C 2	Consonants and their variant sounds
				217 C12	Common consonant digraphs
02	Phonic Analysis--Vowels	04	Long Vowels	209 C 4	Long vowel sounds
				214 C 9	Silent e generalization
				215 C10	Two vowels together generalization
				216 C11	Final vowel generalization
		05	Short Vowels	213 C 8	Short vowel generalization (middle vowel)
		06	Special Vowel Sounds	210 C 5	Vowel plus r, a plus l, a plus w
				211 C 6	Diphthongs ew, oi, ou, ow
				212 C 7	Long and short oo
				311 D 6	Schwa
03	Phonic Analysis--Silent Letters	07	Silent Letters	225 D 3	Silent Letters
04	Structural Analysis	08	Possessives	317/205 B13	Possessive forms
				227 D 7	More difficult possessive forms
		09	Rhymes	204 B 6	Rhyming elements
		10	Word Structure	339 B 9	Compound words
				346 B11	Base words and endings
				21[illegible] C18	Base words with prefixes and suffixes
		11	Plurals	219 C14	More difficult plural forms
		12	Contractions	316 B10	Contractions
		13	Word Analysis	226 D 4	Syllabication
				320 D 5	Accent
05	Vocabulary Meaning	14	Special Meanings	220 C15	Homonyms
				221 C16	Synonyms and antonyms
				223 C18	Chooses appropriate meaning of multiple-meaning words
		15	General Word Attack Skills	206 C 1	Has sight word vocabulary
				222 C17	Has independent and varied word attack skills

Figure 1. Grade 2 WDRSD word attack content aggregations.

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General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case-Skill	Descriptor
06	Passage Meaning Skills	16	Central Thought	330 B 2	Identifes a topic: With organizer
				241 C 3	Identifies a topic: Without organizer
				304 E 5	Identifies central thought: With organizer
		17	Reasoning	336 B 3	Predicts outcomes
				302/242 C 4	Identifies conclusions: One relationship
				327 D 5	Identifies cause-effect relationships
				318 E 6	Identifies conclusions: Direct relationships
		18	Sequence	332 B 4	Identifies event: Before
				332 B 5	Identifies event: After
				243 C 5	Determines sequence: Event before or after
				308/309 F 6	Determines sequence: Implicit clues
				308 G 8	Determines sequence: Implied and stated events
07	Sentence Meaning Skills	19	Detail	334 B 1	Derives meaning from sentences: Notes detail
				303/239 C 1	Notes detail in positive and negative sentences
				331 D 2	Notes detail in active and passive voice sentences
		20	Paraphrase	340/240 C 2	Paraphrases positive and negative sentences
				341 D 3	Paraphrases active and passive voice sentences
08	Word Meaning Skills	21	Word Parts	337 F 1	Identifies word parts: Suffixes
		22	Context Clues	305/321 D 1	Determines word meaning: Identifies direct context clues
09	General Reading	23	General Reading	244	Creative Reading
				245	Interpretive Reading
				246	Self-directed Reading
				247	Silent Reading
				301	General Comprehension
				306	Oral Reading
				307	Enrichment
				343	Basal Reader
				344	Language Arts

Figure 2. Grade 2 WDRSD comprehension content aggregations.

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General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case-Skill	Descriptor
10	Map Skills	24	Representation	338 B 1	Uses picture symbols to interpret maps
				228 C 1	Uses a key containing nonpictorial symbols to interpret maps
				229 C 2	Uses a color key to interpret maps
		25	Orientation	230 C 3	Locates points on simple picture grids
				326 D 2	Indicates cardinal directions on globes
		26	Measurement	333 B 3	Determines relative distances
				231 C 4	Compares sizes
				232 C 5	Expresses relative distances
11	Graph and Table Skills	27	Graphs	233 C 6	Extracts directly
				234 C 7	Determines differences between numbers extracted
		28	Tables	235 C 8	Compares amounts
				236 C 9	Locates cells
12	Reference Skills	29	Alphabetizing	238 C11	Applies basic alphabetizing skills
				321 D10	Applies alphabetizing skills
				345 D11	Uses guide words in simple reference books
				322 E12	Uses guide words and guide letters
		30	Dictionary Skills	323 D 8	Has beginning dictionary and glossary skills
				335 E 9	Uses dictionaries independently
		31	Locating Information in Books	237 C10	Develops book skills
				325 D 9	Uses tables of contents
				328 D12	Uses headings and sub-headings

Figure 3. Grade 2 WDRSD study skills content aggregations.

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General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case-Skill	Descriptor
01	Phonic Analysis--Consonants	01	Consonant Blends	403 C 3	Two-letter consonant blends
				251 D 2	Three-letter consonant blends
		02	Special Consonant Sounds	402 C 2	Consonants and their variant sounds
				412 C12	Common consonant digraphs
02	Phonic Analysis-Vowels	03	Long Vowels	404 C 4	Long vowel sounds
				409 C 9	Silent e generalization
				410 C10	Two vowels together generalization
				411 C11	Final vowel generalization
		04	Short Vowels	408 C 8	Short vowel generalization (middle vowel)
		05	Special Vowel Sounds	405 C 5	Vowel plus r, a plus l, a plus w
				406 C 6	Diphthongs ew, oi, ou, ow
				407 C 7	Long and short oo
				422 D 6	Schwa
03	Phonic Analysis--Silent Letters	06	Silent Letters	252 D 3	Silent Letters
04	Structural Analysis	07	Possessives	253 D 7	Possessive forms
		08	Word Structure	413 C13	Base words with prefixes and suffixes
		09	Plurals	414 C14	More difficult plural forms
		10	Word Analysis	476/420 D 4	Syllabication
				421 D 5	Accent
05	Vocabulary Meaning	11	Special Meanings	415 C15	Homonyms
				416 C16	Synonyms and antonyms
				418 C18	Chooses appropriate meaning of multiple-meaning w
		12	General Word Attack Skills	401 C 1	Has sight word vocabulary
				417 C17	Has independent and varied word attack skills
				419 D 1	Has sight word vocabulary
				287	Vocabulary

Figure 4. Grade 5 WDRSD word attack content aggregations.

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General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case-Skill	Descriptor
06	Passage Meaning Skills	13	Central Thought	450 E 5	Identifies central thought: With organizer
				279 F 4	Identifies central thought: Without organizer
				446 DC D1	Identifies a topic sentence
				456 DC F1	Identifies a main idea: Two paragraphs
		14	Reasoning	446 C 4	Identifies conclusions: One relationship
				452/465/469 F 6	Identifies conclusions: Direct relationships
				280 F 5	Identifies conclusions: Indirect relationships
				460 DC F3	Reasons deductively: Three premises
				461 DC F4	Recognizes an instance of a principle
				466 DC G3	Reasons inductively
		15	Sequence	464/470 E 7	Determines sequence: Explicit clues
				445/451/281 F 4	Determines sequence: Implicit clues
				457 G 8	Determines sequence: Implied and stated events
07	Sentence Meaning Skills	16	Detail	447 E 3	Notes detail in sentences with more than one subordinate clause
		17	Paraphrase	448 D 3	Paraphrases active and passive voice sentences
				453 E 4	Paraphrases complex sentences
				462/278 F 3	Paraphrases complex sentences with two or more prepositional phrases
08	Word Meaning Skills	18	Word Parts	455 E 1	Identifies word parts: Prefixes
				463/276 F 1	Identifies word parts: Suffixes
				471 G 1	Identifies word parts: Combining forms
		19	Context Clues	449 D 1	Determines word meaning: Identifies direct context clues
				454/277 F 2	Identifies indirect context clues: Application
				468 G 3	Identifies context clues: Obscure meanings
09	General Reading	20	General Reading	282	Creative Reading
				283	Interpretive Reading
				284	Self-directed Reading
				285	Silent Reading
				286	General Comprehension
				288	Enrichment

Figure 5. Grade 5 WDRSD comprehension content aggregations.

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General Objective		Specific Objective			
Case Number	Descriptor	Case Number	Descriptor	Case-Skill	Descriptor
10	Map Skills	21	Representation	254 D 1	Uses point and line symbols to interpret maps
				256 E 1	Uses point, line and area symbols
				264 F 1	Analyzes maps of two or more areas to determine similarities and differences
		22	Orientation	423 D 2	Indicates cardinal directions on globes
				257 E 2	Determines intermediate directions on globes, in the environment, and on maps
				265 F 2	Uses various projections
		23	Measurement	424 D 3	Uses scale to determine whole units of distance
				258 E 3	Makes limited use of scale to determine distances
				266 F 3	Uses inset maps to determine relative sizes of areas
				267 F 4	Compares maps drawn to different scales
11	Graph and Table Skills	24	Graphs	425 D 4	Determines differences between numbers extracted
				255 D 5	Extracts by interpolating
				435 E 4	Determines differences between numbers extracted
				259 E 5	Determines purposes and makes summary statements
				268 F 5	Determines differences between numbers extracted
		25	Tables	426 D 6	Determines relationships between cells
				436 E 6	Determines relationships between cells
				437 E 7	Determines purposes and makes summary statements
				269 F 6	Determines relationships between cells on schedules
12	Reference Skills	26	Alphabetizing	430 D10	Applies basic alphabetizing skills
				431 D11	Uses guide words in simple reference books
				440 E12	Uses guide words and guide letters
		27	Dictionary Skills	428 D 8	Has beginning dictionary and glossary skills
				261 E 9	Uses dictionaries independently
				271 F 8	Uses dictionaries for pronunciation
		28	Locating Information in Books	427 D 7	Begins to use indexes
				429 D 9	Uses tables of contents
				432 D12	Uses headings and sub-headings
				260 E 8	Refines use of indexes
				438 E10	Uses cross references
				439 F11	Uses a variety of sources
				270 F 7	Uses Subject Index
				275 F12	Uses information on catalog cards to select material
		29	Locating Specialized Information	262 E13	Uses guide cards
				442 E15	Selects specialized reference books
				272 F 9	Applies card filing rules
				273 F10	Uses Dewey Decimal System
		30	Recording	441 E14	Takes notes
				274 F11	Has beginning outlining skills
		31	Evaluation	433 D13	Selects relevant sources
				434 D14	Recognizes printed statements may be fact or opinion
				443/263 E16	Considers special features of books

Figure 6. Grade 5 WDRSD study skills content aggregations.

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III

RESULTS AND DISCUSSION

Grade 2

Information on achievement across the eight achievement monitoring test administrations is provided in Table 4. The percentage of correct responses and overall gain in achievement from Test Time 1 (October) to Test Time 8 (May) are first reported for each school individually. In addition, a mean percentage correct and an average gain score are provided for the three school type/curriculum groups -IGE/WDRSD, IGE/non-WDRSD, and non-IGE/WDRSD.

Phonic Analysis--Consonants (01). It is clear that students at many of the schools had not mastered the skills comprising this general objective at Test Time 1 and that by Test Time 4 scores at all of the 11 were close to or above the mastery level (80% correct). It is interesting that scores for the IGE/WDRSD schools were the lowest of all groups both at Time 1 and at Time 8, but that these schools also showed the largest gains over the entire investigation period. With the exception of two schools (Schools 372 and 901), students seemed to have reached their highest level of proficiency at Test Times 4-7, with the highest scores for six of the nine schools occurring at Test Time 7.

Table 4

Reading Skills Achievement by Test Time for Ten General Objectives

Grade 2

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain 8-1
01 Phonic Analysis--Consonants									
IGE/WDRSD									
466	.63	.70	.69	.74	.74	.83	.74	.78	.15
451	.65	.71	.77	.82	.89	.75	.89	.88	.23
476	.62	.68	.74	.73	.80	.83	.90	.80	.18
507	.74	.70	.74	.84	.81	.74	.84	.70	-.04
MEAN	.66	.70	.74	.78	.81	.79	.84	.79	.13
IGE/Non-WDRSD									
372	.67	.66	.59	.80	.74	.77	.71	.81	.14
410	.77	.72	.75	.91	.79	.81	.83	.82	.05
493	.73	.81	.85	.80	.94	.86	.81	.85	.12
MEAN	.72	.73	.73	.84	.82	.81	.78	.83	.10
Non-IGE/WDRSD									
900	.76	.72	.79	.84	.89	.87	.89	.77	.01
902	.83	.77	.89	.96	.89	.90	.99	.91	.08
901	.91	.79	.78	.78	.82	.84	.71	.85	-.06
903	.68	.71	.77	.78	.68	.75	.86	.83	.15
MEAN	.80	.75	.81	.84	.82	.84	.86	.84	.04

Table 4 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
02 Phonic Analysis--Vowels									
IGE/WDRSD									
466	.62	.57	.65	.63	.66	.67	.66	.69	.07
451	.67	.68	.68	.61	.68	.65	.73	.72	.05
476	.76	.75	.75	.81	.73	.75	.81	.84	.08
507	.67	.69	.63	.68	.67	.76	.73	.73	.06
MEAN	.68	.67	.68	.68	.68	.71	.73	.74	.06
IGE/Non-WDRSD									
372	.62	.64	.62	.66	.70	.75	.72	.70	.08
410	.60	.65	.67	.64	.80	.66	.68	.76	.16
493	.66	.70	.72	.72	.73	.76	.82	.84	.18
MEAN	.63	.66	.67	.67	.74	.72	.74	.77	.14
Non-IGE/WDRSD									
900	.69	.73	.71	.70	.74	.70	.74	.75	.06
902	.74	.80	.80	.80	.78	.78	.82	.86	.12
901	.73	.68	.68	.78	.73	.77	.78	.76	.03
903	.60	.68	.72	.64	.74	.67	.71	.71	.11
MEAN	.69	.72	.73	.73	.75	.73	.76	.77	.08

Table 4 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
03 Phonic Analysis--Silent Letters									
IGE/WDRSD									
466	.17	.21	.25	.34	.32	.39	.34	.48	.31
451	.36	.19	.55	.44	.50	.47	.68	.53	.17
476	.79	.46	.45	.68	.59	.71	.61	.69	-.10
507	.50	.36	.32	.48	.65	.45	.74	.72	.22
MEAN	.46	.30	.39	.48	.52	.50	.59	.60	.15
IGE/Non-WDRSD									
372	.26	.32	.28	.45	.41	.43	.50	.47	.21
410	.31	.31	.62	.40	.70	.44	.56	.59	.28
493	.48	.50	.62	.66	.56	.68	.61	.82	.34
MEAN	.35	.38	.51	.50	.56	.52	.56	.63	.28
Non-IGE/WDRSD									
900	.52	.55	.54	.60	.55	.71	.77	.60	.08
902	.40	.60	.58	.58	.64	.73	.85	.86	.46
901	.39	.35	.44	.44	.63	.68	.57	.68	.29
903	.23	.25	.48	.40	.39	.48	.55	.58	.35
MEAN	.38	.44	.51	.50	.55	.65	.68	.68	.30

Table 4 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
	04 Structural Analysis								
IGE/WDRSD									
466	.55	.54	.55	.64	.63	.63	.64	.61	.06
451	.46	.61	.56	.62	.72	.70	.71	.66	.20
476	.62	.62	.71	.63	.71	.66	.67	.73	.11
507	.58	.58	.66	.61	.67	.67	.72	.75	.17
MEAN	.55	.59	.62	.62	.68	.66	.68	.69	.14
IGE/Non-WDRSD									
372	.42	.55	.58	.50	.63	.61	.62	.68	.26
410	.54	.47	.47	.63	.65	.60	.70	.68	.14
493	.48	.53	.57	.62	.66	.65	.72	.70	.22
MEAN	.48	.52	.54	.58	.65	.62	.68	.69	.21
Non-IGE/WDRSD									
900	.52	.63	.54	.62	.64	.70	.73	.74	.22
902	.63	.60	.70	.72	.77	.72	.81	.81	.18
901	.53	.56	.59	.67	.67	.72	.78	.71	.18
903	.50	.39	.60	.65	.56	.67	.65	.63	.13
MEAN	.54	.54	.61	.66	.66	.70	.74	.72	.18

Table 4 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
05 Vocabulary Meaning									
IGE/WDRSD									
466	.56	.43	.56	.52	.52	.47	.47	.52	-.04
451	.49	.31	.42	.51	.67	.53	.68	.74	.25
476	.49	.60	.48	.59	.59	.55	.65	.75	.26
507	.40	.50	.53	.53	.59	.72	.75	.82	.42
MEAN	.48	.46	.50	.54	.59	.57	.64	.71	.22
IGE/Non-WDRSD									
372	.45	.35	.63	.50	.48	.47	.56	.52	.07
410	.50	.52	.38	.61	.64	.45	.62	.67	.17
493	.39	.41	.53	.54	.73	.53	.56	.73	.34
MEAN	.45	.43	.51	.55	.62	.48	.58	.64	.19
Non-IGE/WDRSD									
900	.50	.43	.53	.58	.57	.52	.61	.63	.13
902	.38	.46	.63	.70	.53	.69	.76	.71	.33
901	.53	.56	.52	.43	.55	.55	.57	.63	.10
903	.45	.46	.44	.35	.50	.64	.60	.63	.18
MEAN	.46	.48	.53	.52	.54	.60	.64	.65	.18

Table 4 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
06 Maps Skills									
IGE/WDRSD									
466	.62	.56	.60	.51	.54	.71	.62	.69	.07
451	.57	.63	.66	.86	.61	.76	.79	.85	.28
476	.74	.71	.78	.73	.79	.83	.83	.74	.00
507	.64	.59	.64	.70	.70	.75	.75	.76	.12
MEAN	.64	.62	.67	.72	.66	.76	.75	.76	.12
IGE/Non-WDRSD									
372	.62	.60	.44	.52	.68	.71	.65	.68	.06
410	.51	.66	.46	.62	.78	.67	.60	.64	.13
493	.54	.51	.64	.65	.64	.71	.61	.57	.03
MEAN	.56	.59	.51	.60	.70	.70	.62	.63	.07
Non-IGE/WDRSD									
900	.56	.76	.74	.76	.78	.73	.74	.68	.12
902	.73	.67	.76	.79	.76	.79	.80	.81	.08
901	.81	.78	.81	.72	.86	.82	.78	.88	.07
903	.48	.53	.57	.54	.48	.53	.57	.62	.14
MEAN	.64	.68	.72	.70	.72	.72	.72	.75	.10

Table 4 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
07 Graph and Table Skills									
IGE/WDRSD									
466	.33	.23	.37	.33	.28	.48	.47	.42	.09
451	.44	.31	.48	.51	.69	.66	.71	.63	.19
476	.49	.56	.56	.59	.45	.62	.69	.55	.06
507	.38	.45	.53	.51	.54	.62	.59	.62	.24
MEAN	.41	.39	.48	.48	.49	.60	.62	.56	.14
IGE/Non-WDRSD									
372	.30	.18	.32	.26	.38	.38	.39	.47	.17
410	.41	.45	.53	.42	.58	.45	.56	.54	.13
493	.25	.30	.36	.47	.42	.47	.40	.48	.23
MEAN	.32	.31	.40	.38	.46	.43	.45	.50	.18
Non-IGE/WDRSD									
900	.52	.45	.42	.45	.41	.44	.56	.68	.16
902	.40	.41	.44	.50	.58	.53	.63	.53	.13
901	.56	.46	.52	.54	.58	.50	.62	.58	.02
903	.30	.17	.37	.43	.42	.45	.52	.47	.17
MEAN	.44	.37	.44	.48	.50	.48	.58	.56	.12

Table 4 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
08 Reference Skills									
IGE/WDRSD									
466	.48	.54	.45	.48	.68	.50	.58	.51	.03
451	.38	.48	.63	.63	.78	.65	.67	.63	.25
476	.47	.46	.71	.57	.47	.40	.59	.72	.25
507	.39	.54	.59	.75	.74	.57	.77	.82	.43
MEAN	.43	.50	.60	.61	.67	.53	.65	.67	.24
IGE/Non-WDRSD									
372	.35	.48	.48	.62	.53	.57	.41	.62	.27
410	.75	.69	.60	.50	.75	.70	.75	.88	.13
493	.60	.64	.64	.61	.72	.71	.63	.68	.08
MEAN	.57	.60	.57	.58	.67	.66	.60	.73	.16
Non-IGE/WDRSD									
900	.65	.63	.78	.71	.71	.80	.64	.72	.07
902	.47	.64	.68	.53	.84	.72	.79	.75	.28
901	.47	.70	.62	.56	.61	.67	.57	.65	.18
903	.67	.43	.50	.80	.75	.74	.80	.53	-.14
MEAN	.56	.60	.64	.65	.73	.73	.70	.66	.10

Table 4 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
10 Sentence Meaning Skills									
IGE/WDRSD									
466	.88	.82	.88	.90	1.00	.95	.90	.85	-.03
451	.77	.95	1.00	.89	.94	.89	.84	.95	.18
476	.76	.86	.84	.82	.92	.94	.92	.81	.05
507	.92	.82	.84	.95	.92	.89	.95	.98	.06
MEAN	.83	.86	.89	.89	.94	.92	.90	.90	.06
IGE/Non-WDRSD									
372	.96	.93	.93	.93	.93	.83	1.00	.97	.01
410	.88	.75	.94	.87	.82	1.00	1.00	1.00	.12
493	.88	1.00	.92	.96	.92	1.00	.86	1.00	.12
MEAN	.91	.89	.93	.92	.89	.94	.95	.99	.08
Non-IGE/WDRSD									
900	.89	.90	.92	.93	1.00	.87	.81	.90	.01
902	.94	.91	.90	.94	.94	.94	.90	.97	.03
901	.89	1.00	.81	.81	1.00	1.00	.95	.89	.00
903	.91	.65	.86	1.00	.94	.90	1.00	.95	.04
MEAN	.91	.86	.87	.92	.97	.93	.92	.93	.02

Table 4 (continued)

School Type and Number	1 October	2	3	4	5	6	7	8 May	Gain
11 Passage Meaning Skills									
IGE/WDRSD									
466	.66	.73	.80	.69	.79	.78	.81	.78	.12
451	.68	.84	.80	.72	.68	.74	.77	.90	.22
476	.67	.65	.76	.70	.74	.72	.78	.81	.14
507	.66	.68	.68	.67	.82	.78	.75	.76	.10
MEAN	.67	.72	.76	.70	.76	.76	.78	.81	.14
IGE/Non-WDRSD									
372	.62	.63	.66	.68	.66	.71	.71	.79	.17
410	.74	.70	.66	.64	.71	.90	.81	.78	.04
493	.65	.72	.70	.73	.78	.71	.77	.74	.09
MEAN	.67	.68	.67	.68	.72	.77	.76	.77	.10
Non-IGE/WDRSD									
900	.61	.74	.74	.78	.72	.73	.76	.80	.19
902	.59	.70	.71	.74	.79	.72	.79	.80	.21
901	.63	.62	.70	.74	.68	.71	.82	.76	.13
903	.72	.80	.61	.69	.78	.80	.70	.71	-.01
MEAN	.64	.72	.69	.74	.74	.74	.77	.77	.13

Phonic Analysis--Vowels (02). Scores on this group of skills are much more similar both among schools and across the three groups of schools at Test Time 1 than they were for the previous general objective and there are few large differences at Test Time 8 with scores for all schools being close to, but not generally exceeding 80% correct. Again, the group of schools having the lowest Time 1 scores showed the largest gains. It is interesting that the highest scores for this objective are generally not found in Periods 4-7; in contrast to General Objective 01, the largest percentages of correct responses for Objective 02 occurred in Period 8 at almost half of the schools.

Phonic Analysis--Silent Letters (03). Test scores at Time 1 for this general objective were the lowest of all the Word Attack general objectives (Code numbers 01-05) and there was considerable variation among schools, with the percentage correct ranging from .17 (School 466) to .79 (School 476). Although there is something unusual about the large drop in the scores between Times 1 and 2 at School 476 for this objective, it is interesting that schools having the highest and lowest percentages of correct responses belong to the same school type/curriculum group (IGE/WDRSD) and thus, these factors seem relatively ineffective in predicting achievement for these skills. As shown by the overall gain scores, students at most schools achieved substantial improvements over the investigation period, yet only two schools (School 493 and 902) reached mastery levels. With the exception of School 410, where achievement varies considerably from Period 1 to Period 6, and School 476 where initial achievement was unusually high, students seem to show steady gains with the highest percentages correct observed during Periods 7 and 8.

Structural Analysis (04). As was the case with General Objective 02, there are few large differences among scores for schools or groups of schools for the Structural Analysis skills, especially at Time 8. As on the previous objective, gains from Time 1 to Time 8 were generally quite large. The variation in achievement across test administrations is particularly interesting for this general objective. The IGE/non-WDRSD schools show relatively steady gains with the highest achievement at Time 7 or 8. This is also the case for the non-IGE/WDRSD schools although growth is somewhat more irregular at two of the four schools (Schools 900 and 903). The largest differences are among the IGE/WDRSD schools. At School 466, there are two plateaus - Periods 1-3 and Periods 4-8. There is also no gain between times 1 and 2 at Schools 476 and 507. Finally, students at School 451 seem to be most proficient at Time 5 followed by a plateau and a small decline in performance from Test Times 6 through 8.

Vocabulary Meaning (05). Scores at the 11 schools were very similar at Test Time 1 with gain of 18% to 22% for the three types of schools over the investigative period. Students reached mastery levels (80%) at only one school (School 507) however, with most schools improving from about 46% to about 67% correct. Highest scores were generally reached at Times 7 and 8 although there is considerable variation in scores scross the eight test administrations especially at School 451, while at Schools 466 and 372 the highest percentages correct were scored at Test Times 1 and 3.

Map Skills (06). It is interesting that there were generally very small gains in achievement from Test Time 1 to Time 8 for these skills, with students at four of the eight schools using the WDRSD reaching 80% correct at some point in the investigation period.

Graph and Table Skills (07). Scores for this general objective were the lowest of the three Study Skills areas (Code numbers 06-08), with schools ranging from 25% to 56% correct at Test Time 1. It is interesting that the two groups of schools using the WDRSD scored somewhat higher than the non-WDRSD schools at this test time, although differences were less noticeable at Test Time 8 because of the large gains by all three IGE/non-WDRSD schools. There is no consistent pattern of growth for this general objective. At School 466, scores are slightly irregular with little overall gain. Students at School 451 plateau with 40-50% correct until Test Time 5 when they improve 18% and plateua again with 60-70% correct. Relatively steady gains are shown at School 476 and although they improve only 6% better overall, there is a change of 20% from Time 1 to Time 7. Similar steady gains are followed by a plateau during Times 6-8 at School 507. Such large differences in the pattern of achievement gains are also characteristic of the seven remaining schools. Since this objective seems to differ from the others examined to this point, particular attention should be given to it when relationships among the time, means of instruction, and achievement variables are considered.

Reference Skills (08). Students at the IGE/WDRSD schools scored the lowest overall at Test Time 1 and evidenced the largest gain from Time 1 to Time 8. The very small average gain for the non-IGE/WDRSD group reflect the loss of 14% at School 903. However, this loss may be due to the testing conditions at Time 8 in that the score differs from Time 7 by -27% and students did evidence a gain of 13% from Time 1 to Time 7. It is interesting that students at five of the schools reached a mastery level of 80% correct at some point during the investigative period compared with four for Map Skills (06) and none for Graph and Table Skills (07). It is interesting that some students seemed to score relatively well at two points during the testing - once near the middle and once at the end at certain schools (Schools 466, 476, 507, 373, 410, 903) - while at other schools students peaked near the middle of the period and then scores declined (Schools 451, 493, 900, 902). These two patterns may be due to the way in which time was allocated and should be investigated further.

Sentence Meaning Skills (10). Students at all eleven schools scored very well on these skills at Test Time 1 with all percentages correct near or above 80%. Performance was very consistent across test times with the exception of School 903 at Test Time 2, and there are perfect scores (1.00) for 15 of the test time/school entries, 7 at the non-WDRSD schools.

Passage Meaning Skills (11). The range in scores was relatively small - 59% to 74% correct - at Test Time 1 with means for the three groups differing by only 3%. Students at the non-IGE/WDRSD schools showed the smallest and the largest gains over the eight administrations, although most generally small or negative changes in achievement reflected a rising pattern of scores over the early periods followed by a decline rather than an absolute lack of change in achievement.

Summary of Grade 2 Achievement Scores

There are several interesting aspects of these achievement scores. First, it is clear that school type and curriculum do not have a consistent effect upon achievement: neither IGE nor non-IGE schools scored consistently higher or lower across the 10 objectives. This is also true of WDRSD and non-WDRSD schools. Second, although the pattern of gains in achievement across test administrations is not consistent within schools or skills, there do appear to be three more regularly occurring types of change in scores - a steady gain over all eight periods, a gain to Period 4-6 followed by a decline, and a gain, usually near Time 4, followed by decline and another gain at or near the end of the investigation period. Further investigation into the time and means of instruction variables which accompany these patterns should be considered. Third, it is clear that the gain scores actually reflect only a portion of the actual achievement and are most effective in describing results only when the first pattern of achievement, steady gain, is considered.

Grade 5

Information on achievement across the eight achievement monitoring test administrations is provided in Table 5. The percentage of correct responses and overall gain in achievement from Test Time 1 (October) to Test Time 8 (May) are first reported for each school individually. In addition, a mean percentage correct and an average gain score are provided for the three school type/curriculum groups - IGE/WDRSD, IGE/non-WDRSD, and non-IGE/WDRSD.

Phonic Analysis--Silent Letters (03). At Test Time 1, scores for the three groups of schools differed by only 13% with most schools averaging about 50% correct and WDRSD schools generally scoring somewhat higher than non-WDRSD schools. Gains by Test Time 8 were not large for many of the schools and there were a considerable number of declines in achievement. As might be expected from this set of gain scores, no schools showed steady increases and scores at one school steadily declined (School 4[illegible]). The most frequent pattern of achievement is generally quite flat with minor increases and declines but no recognizable high point at any place in the eight testings.

Structural Analysis (04). Scores for the three groups of schools differed by only 2% at Test Time 1. By Time 8, however, scores differed by 9% and the non-IGE/WDRSD showed the largest gains. In looking at the patterns of achievement over time, ten of the eleven schools show high percentages correct followed by declines in achievement over the eight testings. For example, at School 410 students gained 21% from Time 1 to Time 2, then scores declined almost to their original level by Time 6 followed by another large gain at Time 8. This pattern of achievement varies considerably from the more steady gains seen at Grade 2 and differences in time and means of instruction should be considered.

Map Skills (06). Average scores for the three groups of schools were very similar at Times 1 and 8 with ranges at both times over 20%. Unlike the Word Attack skills (03 and 04), there were no overall declines in achievement from Time 1 to Time 8 and gains averaged about 10%. There are also more steady gains than on the two previous skills (Schools 466, 493, 900, 901) although very little gain overall is also shown at Schools 451, 507, 372, 410, and 903.

Table 5

Reading Skills Achievement by Test Time for Ten General Objectives

Grade 5

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
03 Phonic Analysis--Silent Letters									
IGE/WDRSD									
466	.52	.39	.47	.43	.47	.47	.42	.49	-.03
451	.44	.82	.53	.80	.62	.39	.68	.83	.39
476	.49	.56	.50	.58	.67	.53	.63	.51	.02
507	.64	.62	.50	.50	.57	.51	.65	.60	-.04
MEAN	.52	.60	.50	.58	.58	.48	.60	.61	.08
IGE/Non-WDRSD									
372	.32	.21	.28	.24	.23	.20	.32	.19	-.13
410	.25	.21	.25	.14	.40	.36	.38	.31	.06
493	.75	.64	.57	.49	.48	.53	.45	.55	-.20
MEAN	.44	.35	.37	.29	.37	.36	.38	.35	-.09
Non-IGE/WDRSD									
900	.54	.43	.44	.46	.37	.54	.67	.49	-.05
902	.60	.64	.72	.75	.67	.64	.76	.83	.23
901	.58	.35	.53	.65	.41	.52	.67	.77	.19
903	.56	.48	.39	.44	.43	.60	.42	.46	-.10
MEAN	.57	.48	.52	.58	.47	.58	.63	.64	.07

Table 5 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
					04 Structural Analysis				
IGE/WDRSD									
466	.62	.67	.60	.67	.68	.68	.58	.58	-.04
451	.50	.52	.78	.72	.74	.76	.71	.64	.14
476	.67	.57	.63	.57	.63	.64	.61	.63	-.04
507	.59	.56	.59	.69	.60	.67	.63	.60	.01
MEAN	.60	.58	.65	.66	.66	.69	.63	.61	.02
IGE/Non-WDRSD									
372	.54	.52	.66	.58	.66	.67	.63	.60	.06
410	.55	.76	.62	.58	.69	.57	.60	.70	.15
493	.71	.62	.68	.74	.74	.77	.70	.69	-.02
MEAN	.60	.63	.65	.63	.70	.67	.64	.66	.06
Non-IGE/WDRSD									
900	.62	.75	.67	.63	.73	.65	.69	.73	.11
902	.58	.75	.72	.84	.78	.70	.80	.78	.20
901	.53	.55	.53	.61	.83	.72	.62	.58	.05
903	.60	.73	.64	.69	.60	.64	.66	.70	.10
MEAN	.58	.70	.64	.69	.74	.68	.69	.70	.12

Table 5 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
				06 Maps Skills					
IGE/WDRSD									
466	.48	.48	.54	.46	.54	.48	.50	.59	.11
451	.66	.61	.68	.64	.71	.81	.72	.69	.03
476	.50	.61	.70	.63	.69	.64	.63	.65	.15
507	.70	.68	.72	.60	.70	.72	.69	.72	.02
MEAN	.58	.60	.66	.58	.66	.66	.64	.66	.08
IGE/Non-WDRSD									
372	.50	.41	.46	.51	.49	.50	.60	.54	.04
410	.59	.58	.70	.55	.69	.66	.62	.69	.10
493	.61	.70	.68	.72	.69	.68	.71	.77	.16
MEAN	.57	.56	.61	.59	.62	.61	.64	.67	.10
Non-IGE/WDRSD									
900	.59	.66	.63	.67	.69	.71	.69	.67	.08
902	.62	.69	.66	.70	.65	.69	.72	.69	.07
901	.43	.46	.46	.54	.59	.51	.45	.63	.20
903	.59	.55	.56	.50	.66	.68	.64	.66	.07
MEAN	.56	.59	.58	.60	.65	.65	.62	.66	.10

Table 5 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
07 Graph and Table Skills									
IGE/WDRSD									
466	.49	.50	.60	.52	.59	.59	.57	.61	.12
451	.65	.64	.75	.67	.77	.67	.74	.65	.00
476	.61	.72	.70	.64	.68	.71	.62	.66	.05
507	.76	.66	.72	.68	.72	.71	.77	.78	.02
MEAN	.63	.63	.69	.63	.69	.67	.68	.68	.05
IGE/Non-WDRSD									
372	.51	.45	.46	.43	.49	.48	.49	.57	.06
410	.71	.56	.64	.59	.70	.58	.62	.67	-.04
493	.68	.73	.66	.70	.70	.69	.74	.74	.06
MEAN	.63	.58	.59	.57	.63	.58	.62	.66	.08
Non-IGE/WDRSD									
900	.68	.62	.60	.73	.64	.72	.79	.71	.03
902	.63	.66	.65	.70	.75	.64	.74	.78	.15
901	.54	.57	.61	.61	.59	.64	.63	.62	.08
903	.54	.56	.71	.57	.65	.61	.73	.71	.07
MEAN	.60	.60	.64	.65	.66	.65	.72	.70	.08

Table 5 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
					08 Reference Skills				
IGE/WDRSD									
466	.38	.38	.42	.38	.44	.42	.41	.43	.05
451	.49	.49	.53	.50	.53	.56	.53	.51	.02
476	.43	.43	.48	.51	.52	.55	.52	.53	.10
507	.46	.47	.57	.51	.56	.62	.57	.60	.14
MEAN	.44	.44	.50	.48	.51	.54	.51	.52	.08
IGE/Non-WDRSD									
372	.34	.37	.40	.37	.36	.42	.36	.35	.01
410	.44	.42	.48	.52	.48	.49	.51	.41	.03
493	.51	.48	.48	.53	.51	.58	.53	.56	.05
MEAN	.43	.42	.45	.47	.45	.50	.47	.46	.03
Non-IGE/WDRSD									
900	.43	.38	.53	.54	.54	.55	.60	.65	.22
902	.43	.53	.53	.54	.56	.50	.58	.60	.17
901	.30	.26	.32	.50	.41	.41	.45	.44	.14
903	.40	.45	.42	.47	.47	.48	.49	.46	.06
MEAN	.39	.40	.45	.51	.50	.48	.53	.54	.15

Table 5 (continued)

School Type and Number	Test Time								
	1 October	2	3	4	5	6	7	8 May	Gai
09 Word Meaning Skills									
IGE/WDRSD									
466	.59	.50	.59	.57	.65	.56	.58	.59	.00
451	.68	.74	.76	.90	.74	.81	.84	.75	.07
476	.69	.69	.65	.70	.70	.70	.77	.76	.07
507	.64	.63	.58	.63	.70	.65	.66	.82	.18
MEAN	.65	.64	.64	.70	.70	.68	.71	.73	.08
IGE/Non-WDRSD									
372	.67	.56	.67	.67	.69	.57	.72	.63	-.04
410	.58	.62	.71	.73	.63	.63	.59	.69	.11
493	.75	.82	.85	.84	.83	.86	.84	.80	.05
MEAN	.67	.67	.74	.75	.72	.69	.72	.71	.04
Non-IGE/WDRSD									
900	.66	.60	.59	.70	.59	.76	.68	.76	.10
902	.62	.72	.78	.78	.79	.86	.80	.80	.18
901	.47	.45	.46	.66	.44	.55	.59	.77	.30
903	.70	.75	.69	.85	.74	.84	.74	.88	.18
MEAN	.61	.63	.63	.75	.64	.75	.70	.80	.19

Table 5 (continued)

School Type and Number	Test Time								Gain
	1 October	2	3	4	5	6	7	8 May	
10 Sentence Meaning Skills									
IGE/WDRSD									
466	.77	.72	.81	.76	.92	.75	.70	.74	-.03
451	.84	.94	.74	.77	.88	.74	.83	.56	-.28
476	.74	.73	.67	.66	.78	.80	.65	.78	.04
507	.67	.64	.76	.74	.83	.85	.68	.86	.19
MEAN	.76	.76	.74	.73	.85	.78	.72	.74	-.02
IGE/Non-WDRSD									
372	.73	.79	.67	.64	.65	.80	.80	.65	-.08
410	.46	.87	.80	.73	.69	.62	.71	.86	.40
493	.86	.76	.83	.79	.79	.86	.82	.86	.00
MEAN	.68	.81	.77	.72	.71	.76	.78	.79	.11
Non-IGE/WDRSD									
900	.62	.58	.77	.74	.76	.67	.72	.78	.16
902	.80	.62	.77	.79	.89	.83	.86	.86	.06
901	.70	.67	.39	.60	.76	.70	.65	.68	-.02
903	.78	.78	.87	.78	.82	.85	.86	.68	-.10
MEAN	.72	.66	.70	.73	.81	.76	.77	.75	.02

Table 5 (continued)

School Type and Number	Test Time 1 October	2	3	4	5	6	7	8 May	Gain
11 Passage Meaning Skills									
IGE/WDRSD									
466	.62	.59	.60	.58	.63	.59	.62	.64	.02
451	.65	.68	.68	.58	.77	.76	.60	.70	.05
476	.65	.60	.59	.64	.70	.64	.66	.68	.03
507	.68	.60	.61	.62	.72	.70	.74	.73	.05
MEAN	.65	.62	.62	.60	.70	.67	.66	.69	.04
IGE/Non-WDRSD									
372	.55	.52	.55	.54	.50	.45	.50	.54	-.01
410	.54	.59	.63	.68	.68	.70	.57	.74	.20
493	.66	.66	.60	.62	.71	.74	.71	.73	.07
MEAN	.58	.59	.59	.61	.63	.63	.59	.67	.06
Non-IGE/WDRSD									
900	.63	.58	.60	.58	.65	.57	.67	.68	.05
902	.56	.66	.62	.74	.73	.72	.73	.74	.18
901	.45	.59	.51	.49	.52	.57	.61	.53	.08
903	.62	.68	.68	.74	.69	.65	.69	.70	.08
MEAN	.56	.63	.60	.64	.65	.63	.68	.66	.10

Graph and Table Skills (07). Time 1 and Time 8 scores are very similar at most of the schools and gains larger than 10% from Time 1 to Time 8 were evidenced at only two schools (Schools 466 and 902). These gain scores may be deceiving, however, since the highest and lowest percentages correct across the eight testings differ by 10% or more at ten of the 11 schools and thus a pattern of steady increases to a high score at Time 8 was not characteristic.

Reference Skills (08). As was the case for the two preceding Study Skills areas, scores for individual schools and for groups of schools differed very little at Test Time 1 and large gains from Time 1 to Time 8 were not evidenced at most of the schools. It is interesting, however, that increases in achievement were largest and most frequent for non-IGE/WDRSD schools and were lowest for IGE/non-WDRSD schools. Overall, then, there was relatively stable achievement at seven of the 11 schools (Schools 466, 451, 476, 372, 410, 493, and 903) and large gains up to the middle test administrations followed by declines during later testings at two more schools (Schools 507 and 901). Given these relatively clear differences in patterns achievement, differences in the time and means of instruction variables should be considered.

It is also interesting that for the three Study Skills combined, students exceeded a mastery level of 80% correct only once - General Objectives 06: Map Skills, School 451, Test Time 6. Thus, it appears that even though students generally maintained or improved their skills, they all had not completely learned the material in these specific areas.

Word Meaning Skills (09). Scores at Test Time 1 were very similar for the three groups of schools and, as indicated by the positive gain scores, students generally improved over the eight testings. It is interesting that the largest and most consistent gains were evidenced by the non-IGE/WDRSD schools. There are large differences in achievement patterns for this skill: little change (Schools 466, 476, 372), steady increase (School 900), or increases and declines (Schools 451, 410, 902). Scores at Schools 507 and 493 are of particular interest in that there is no change in achievement for several periods (School 507 Periods 1-7; School 493, Periods 3-8) contrasted by a single gain of 10% or more between the remaining test times. It would be interesting to examine the relationship of instruction to achievement in these particular cases.

Sentence Meaning Skills (10). Students generally scored quite high on this general objective at Test Time 1, with five of the eleven schools above 75% correct. Although only six schools achieved this level correct at Time 8, nine of the 11 exceeded that criterion at some point in the testing. It is also interesting that several of the negative gain scores are due to large decreases in achievement between Test Time 7 and Time 8 (Schools 451, 372, 903) and thus may be due more to the way in which tests were scheduled and administered rather than to actual student learning. This relationship between Time 7 and Time 8 test scores should be further investigated if time/gain correlations are to be used.

Passage Meaning Skills (11). As was the case for the two previous Comprehension skills, Time 1 scores varied very little and gains for many of the schools were not large. This relatively flat pattern of scores is characteristic of six schools (Schools 466, 476, 507, 372, 493, 900) with larger increases and declines at another three (Schools 451, 410, 903). The scores at Schools 901 and 902 vary considerably from these more frequent patterns and the intervention of instruction between Test Times 1 and 4 at School 902 and between Times 1 and 2 at School 901 might be investigated. Overall, however, there were not instances of students approaching or exceeding a mastery level of 80% correct for this skill and it appears that of the three Comprehension skills (Code numbers 09, 10, 11) students generally were very proficient at only one - Sentence Meaning Skills (10).

Summary of Grade 5 Achievement Scores

As at Grade 2, it is not clear that school type or curriculum has a significant effect on achievement, although in several instances (code numbers 03, 04, 08, 09) non-IGE/WDRSD schools did seem to show larger and more frequent gains. It is also interesting that steady gains in achievement are less characteristic of growth on the general objectives than at Grade 2 and there are more instances of small and unstable changes, resulting in a generally flat pattern of scores, as well as more cases where scores improve and then decline by Time 8. Because of these more frequent gains and declines, the relationship of time allocations to achievement should be carefully considered. However, since there are large declines from

Time 7 to Time 8 for several schools on particular objectives, the use of Time 8 scores in time/gain correlations may be inappropriate. In addition, the use of overall gain scores should be reconsidered since much of the growth evidenced during Test Times 4-6 is not reflected in the Time 8 scores and thus in the overall gain.

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APPENDIX A

Grade 2 Achievement Monitoring Tests

The four forms (A-D) of the Grade 2 achievement monitoring tests which were used in the Reading Skills Comparative Study of Phase IV of the IGE Evaluation Project are included in this appendix. In that some of the test forms were changed slightly between the first and second administrations, a copy of the instructions and the two versions of the tests (October and November) are provided when appropriate.

2A

READING INVENTORY

ID ___ ___ ___

_______________ MONTH

_______________ NAME

_______________ SCHOOL

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example	
	○ d
	○ m
	○ t
	○ b

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1. ○ sch
   ○ shr
   ○ shl
   ○ scr

2. ○ a
   ○ e
   ○ i
   ○ o
   ○ u

3. ○ long
   ○ short

4. ○ ew
   ○ oi - oy
   ○ ou - ow

5. pid ○ yes
   ○ no

6. re ○ yes
   ○ no

go on to the next page

7. Kay said, "__________ go for a walk."

○ Lets
○ Let's
○ Well
○ It's

8. walked

○ walked
○ wal ked
○ walk ed

9.

○ Mike's train
○ pigs squeal
○ it's cold

10. has - see

○ same
○ different

11. Joe didn't know the answer, but made a blind guess.

○ shade
○ not able to see
○ wild

12. r i g h t
○○○○○

go on to the next page

13. house
○ hou - se
○ ho - us - e
○ hous - e
○ house

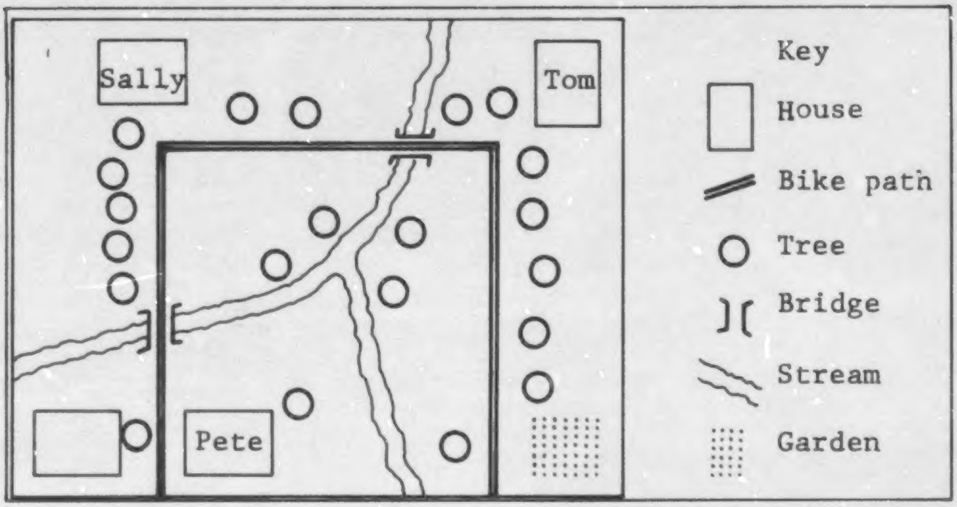
Joe and Tom joined the treasure hunt. The boys read their directions and rode their bikes toward the first hiding place. Sally and Pete were hunting around a large tree. Tom began to worry. He did not want to lose this treasure hunt.

14. Who did not want to lose this treasure hunt?
○ Sally
○ Pete
○ Tom

15. When John has a cold, he can't go swimming.
John is swimming at the lake. He likes to
jump into the water from a tree.

John doesn't have a cold.
○ right
○ wrong

go on to the next page


Sally
Tom
Pete
Key
House
Bike path
Tree
Bridge
Stream
Garden

16. How many bridges are on the map?

○ 1
○ 2
○ 3
○ 4
○ 5

17. How many trees is it from Sally's house to the garden following the bike path?

○ 4
○ 5
○ 7
○ 8
○ 9

go on to the next page

18. Before Jill blew up the balloon, she played with her doll.

What did Jill do last?

○ blew up the balloon
○ played with her doll

19.

Children	Books	
	Story	Travel
Tom	11	2
Ann	1	3
Mike	3	4
Sue	4	7
Ken	5	2

Who has at least 4 of each book?

○ Tom
○ Ann
○ Mike
○ Sue
○ Ken

---

20. ○ mister
○ muscle
○ message
○ mound
○ myself

Stop

2B

Test Administrator's Manual[1]

Reading Inventory 2B

Phase IV
IGE Evaluation
October 1978

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[1] Revised November 1978

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Materials for Testing

Each child will need:

- a Reading Inventory 2B booklet
- a sharpened pencil with an eraser
- a cleared desk top or space to work

Each test administrator will need:

- this test administrator's manual
- a Reading Inventory 2B booklet for demonstration
- extra sharpened pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing

Familiarity with Directions

Directions to be read to children are printed in regular type. Directions to the test administrator are printed in *italic*. Since all directions given to the children must be read word for word, the test administrator should study the directions (starting on page 2) prior to testing. Familiarity with test directions is enhanced by working with a copy of the test in hand.

Identification Information

On each booklet cover there are blanks for identification information. The test administrator will need to enter both the child's name and ID number prior to testing. The blanks for "Month" and "School" can be filled in either before or after testing.

Directions for Administering Reading Inventory 2B

Read the directions on the test booklet cover silently as I read them out loud.

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Now look at the example box below. I am going to read a nonsense, or pretend, word to you. Listen carefully and decide which letter makes the beginning sound of the word. Ready? Tuv. [*Pronounce tuv so that it rhymes with love.*] Tuv. Which letter makes the beginning sound? [*Wait for a response.*] The letter t does, so fill in the circle beside t in the example box. [*Pause.*] Open your booklet to page 1. [*Pause.*]

Pace children through the questions. Wait until all children have completed a question before proceeding to the next question.

Questions 1-4 involve the use of nonsense words. Pronounce the nonsense word so that it rhymes with the real word in parentheses.

I am going to ask you a few more questions about nonsense, or pretend, words. Listen carefully and fill in the circle beside your answer. Ready?

Question	
1	What vowel sound do you hear in this word? Pide [*side*] . . . pide [*side*].
2	Is the vowel sound in this word long or short? Pide [*side*] . . . pide [*side*].
3	There are several rules that tell us how to pronounce vowels in words. This question is about the middle vowel rule. This rule tells how to pronounce words that have only one vowel in the middle. Decide whether I pronounce the nonsense word as the rule says it should be pronounced. Fill in the circle beside yes if I pronounce the word according to the rule. Fill in the circle beside no if I do not pronounce the word according to the rule. Ready? Fep [*pep*] . . . fep [*pep*].
4	There are several rules that tell us how to pronounce vowels in words. This question is about the final vowel rule. This rule tells us how to pronounce words that have the only vowel at the end of the word. Decide whether I pronounce the nonsense word as the rule says it should be pronounced. Fill in the circle beside yes if I pronounce the word according to the rule. Fill in the circle beside no if I do not pronounce the word according to the rule. Ready? Za [*pay*] . . . za [*pay*].

Question

5 Here is a sentence with four words below it. Find the word that is made up of two words and also makes the best sentence. Fill in the circle beside the word you choose. Read along silently as I read the sentence out loud. [*Do not read the answer choices.*]

__________ seven years old.

6 There are three phrases, each with a word underlined. One of the underlined words tells us that something belongs to someone or something. Decide which underlined word tells us that something belongs to someone or something and fill in the circle beside your answer. [*Read the phrases once.*]

I'll walk teacher's pencil grass hut

7 Look at the two words beside number 7. Are the meanings of these two words the same, opposite, or different? [*Do not pronounce words or help with pronunciation.*]

8 Does the double o in this word have a long sound or a short sound? [*Do not pronounce the word or help with pronunciation.*]

9 Some words have more than one meaning. Which meaning is correct for the underlined word in this sentence? [*Do not pronounce words or help with pronunciation.*]

10 Some letters don't make sounds in a word. What are the silent letters in this word? There can be more than one. Fill in the circle below each silent letter. [*Do not pronounce word or help with pronunciation.*]

11 Which answer choice shows this word divided correctly into its syllables? Fill in the circle beside your answer. [*Do not pronounce the word or help with pronunciation.*]

12 Here is a sentence with four answer choices below it. Which answer choice tells us something belongs to someone or something? Read along silently as I read the sentence out loud. [*Do not read the answer choices.*]

The tree's apples are red, so I'm picking them today.

Read the story silently as I read it aloud. Then I will ask you a question about it.

Linda gave Max and Doug the dirty clothes. It was their turn to wash. Doug found the soap and some coins. They saw Judy at the laundromat. She was folding some clothes. Max began to drop the money into the washing machine. Then Doug put in the clothes and soap.

Question

13 What did Max begin to drop into the washing machine?

soap money clothes

Look in the story to find the word that will answer the question.

Read the story silently as I read it aloud. Then I will ask you a question about it.

Dad bought some vegetables at the market. He put 5 apples in a bag. Dad shopped for some meat. He bought some flowers at the market too.

14 What is the whole story about?

putting apples in a bag
shopping at the market
some vegetables

Read along silently as I read these sentences out loud. You are to believe that these first sentences are true. Decide what you know from them. Then I will read the last sentence and you decide whether it is right or wrong. Ready?

15 When lightning hits telephone poles, phones in the area do not work. All the telephones are working. [*Pause.*]

Lightning didn't hit the telephone poles.

16 This is a number grid. The numbers on the edge of the grid name the cells. Fill in the circle at the end of Column 2.

17 This question has a table of the animals 3 farmers own. [*Pause.*] Who has only 2 sheep?

Question

Look at the map. [*Pause.*]

18 Who lives 4 houses away from Mac on Center Avenue?

19 Which word would come first if these words were in alphabetical order? You do not need to know how to pronounce the words to answer this question. [*Do not read the answer choices out loud.*]

20 This is a bar graph of the number of runs schools made during baseball season this year. Use it to answer the question. [*Pause.*]

Park School made 40 more runs than what school?

2B

READING INVENTORY

ID ___ ___ ___

MONTH/DAY ____________________

NAME ____________________ SCHOOL ____________________

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example
○ d
○ m
○ t
○ b

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1. ○ a
○ e
○ i
○ o
○ u

2. ○ long
○ short

3. fep ○ yes
○ no

4. za ○ yes
○ no

5. ____________ seven years old.
○ She
○ Im
○ I'll
○ I'm

6. ○ I'll walk
○ teacher's pencil
○ grass hut

go on to the next page

7. first - next

○ same

○ opposite

○ different

8. moon ○ long

○ short

9. The bus leaves in 5 minutes.

○ goes

○ part of a tree

○ keep

10. r a i s e
○ ○ ○ ○ ○

11. terrible

○ terr - ib - le

○ ter - ri - ble

○ terri - ble

○ terrible

12. The tree's apples are red, so I'm picking them today.

○ tree's

○ apples

○ I'm

○ *none*

go on to the next page

Linda gave Max and Doug the dirty clothes. It was their turn to wash. Doug found the soap and some coins. They saw Judy at the laundromat. She was folding some clothes. Max began to drop the money into the washing machine. Then Doug put in the clothes and soap.

13. What did Max begin to drop into the washing machine?

○ soap

○ money

○ clothes

Dad bought some vegetables at the market. He put five apples in a bag. Dad shopped for some meat. He bought some flowers at the market, too.

14. What is the whole story about?

○ putting apples in a bag

○ shopping at the market

○ some vegetables

15. When lightning hits telephone poles, phones in the area do not work. All the telephones are working.

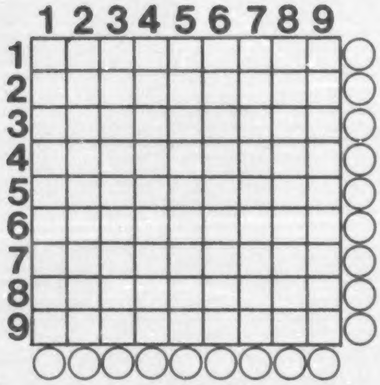
Lightning didn't hit the telephone poles.

○ Right

○ Wrong

go on to the next page

16. Fill in the circle at the end of Column 2.



Farmers' Animals

Animals	Farmers		
	Jones	Smith	Miller
Chickens	2	0	4
Horses	0	3	1
Pigs	4	2	0
Sheep	3	6	2

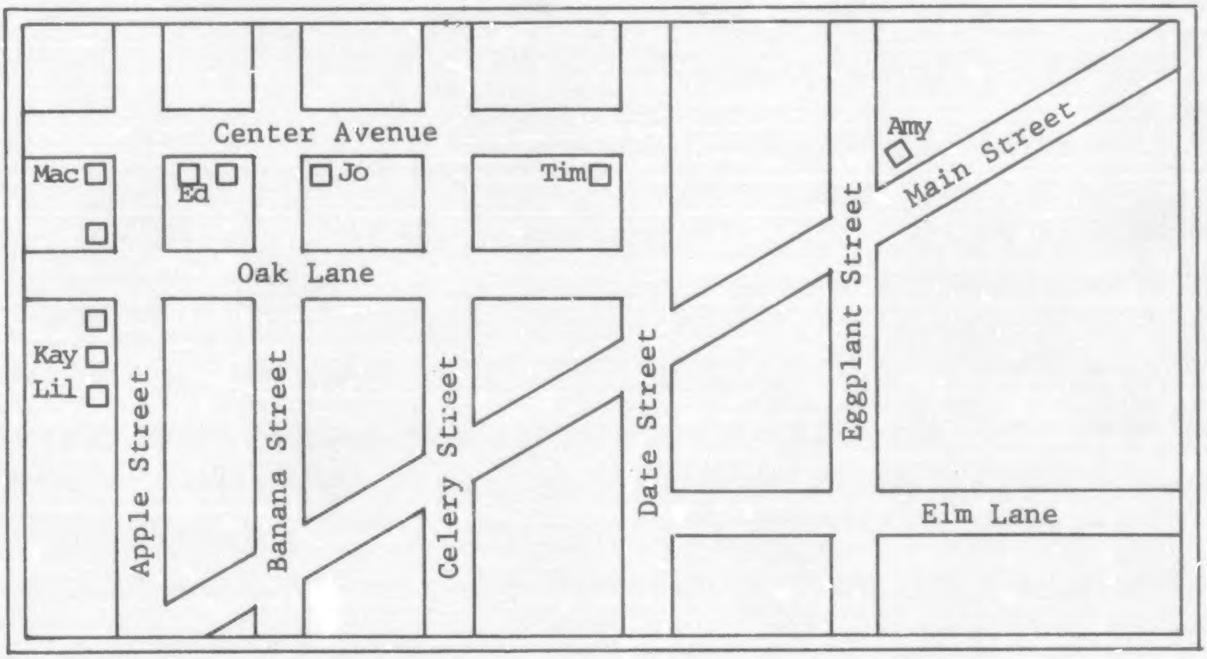
17. Who has only 2 sheep?

○ Farmer Jones

○ Farmer Smith

○ Farmer Miller

go on to the next page


Center Avenue
Mac
Ed
Jo
Tim
Amy
Main Street
Oak Lane
Kay
Lil
Apple Street
Banana Street
Celery Street
Date Street
Eggplant Street
Elm Lane

18. Who lives four houses away from Mac on Center Avenue?

○ Amy

○ Ed

○ Jo

○ Kay

○ Lil

○ Tim

19.

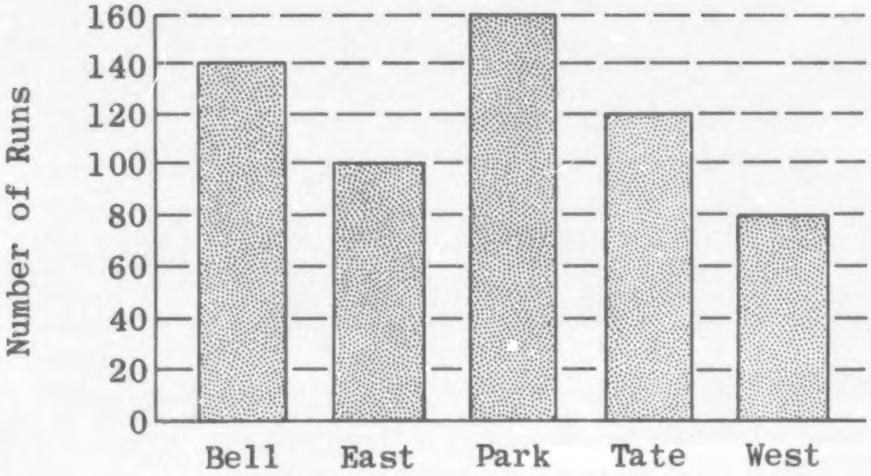
○ shiver

○ quiver

○ tremble

○ vibrate

Runs Schools Made in the Baseball Season



20. Park School made 40 more runs than

○ Bell School

○ East School

○ Tate School

○ West School

Stop

2C

Test Administrator's Manual[1]

Reading Inventory 2C

Phase IV
IGE Evaluation
October 1978

[1] Revised November 1978

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Center Contract No. OB-NIE-G-78-0217

Materials for Testing

Each child will need:

- a Reading Inventory 2C booklet
- a sharpened pencil with an eraser
- a cleared desk top or space to work

Each test administrator will need:

- this test administrator's manual
- a Reading Inventory 2C booklet for demonstration
- extra sharpened pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing

Familiarity with Directions

Directions to be read to children are printed in regular type. Directions to the test administrator are printed in *italic*. Since all directions given to the children must be read word for word, the test administrator should study the directions (starting on page 2) prior to testing. Familiarity with test directions is enhanced by working with a copy of the test in hand.

Identification Information

On each booklet cover there are blanks for identification information. The test administrator will need to enter both the child's name and ID number prior to testing. The blanks for "Month" and "School" can be filled in either before or after testing.

Directions for Administering Reading Inventory 2C

Read the directions on the test booklet cover silently as I read them out loud.

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Now look at the example box below. I am going to read a nonsense, or pretend, word to you. Listen carefully and decide which letter makes the beginning sound of the word. Ready? Tuv. [*Pronounce tuv so that it rhymes with love.*] Tuv. Which letter makes the beginning sound? [*Wait for a response.*] The letter t does, so fill in the circle beside t in the example box. [*Pause.*] Open your booklet to page 1. [*Pause.*]

Pace children through the questions. Wait until all children have completed a question before proceeding to the next question.

Questions 1-3 involve the use of nonsense words. Pronounce the nonsense word so that it rhymes with the real word in parentheses.

I am going to ask you a few more questions about nonsense, or pretend, words. Listen carefully and fill in the circle beside your answer. Ready?

Question

1 What are the first three letters of this word? Thrid [*rid*] . . . thrid [*rid*].

2 Two vowels are often sounded together to make a new sound. The answer choices are ew, oi-oy, and ou-ow. Oi-oy are grouped as one answer choice because they sound alike. Ou-ow are grouped as an answer choice because they sound alike, too. What sound made by two vowels do you hear in this word? Stoil [*soil*] . . . stoil [*soil*].

3 There are several rules that tell us how to pronounce vowels in words. This question is about the middle vowel rule. This rule tells how to pronounce words that have only one vowel in the middle. Decide whether I pronounce the nonsense word as the rule says it should be pronounced. Fill in the circle beside yes if I pronounce the word according to the rule. Fill in the circle beside no if I do not pronounce the word according to the rule. Ready? Zem [*beam*] . . . zem [*beam*].

Question

4 This question is about base words, or root words. Find the answer choice where only the root, or base, word is underlined and fill in the circle beside it. [*Do not pronounce the word or help with pronunciation.*]

5 There are three phrases, each with a word underlined. One of the underlined words tells us that something belongs to someone or something. Decide which underlined word tells us that something belongs to someone or something and fill in the circle beside your answer. [*Read the phrases once.*]

bird's cage couldn't you birds fly

6 Look at the underlined letters in these two words. Do the underlined letters in both words have the same sound or different sounds? Fill in the circle next to your answer. [*Do not pronounce words or help with pronunciation.*]

7 Look at the two words beside number 7. Are the meanings of these two words the same, opposite, or different? [*Do not pronounce words or help with pronunciation.*]

8 Does the double o in this word have a long sound or a short sound? [*Do not pronounce the word or help with pronunciation.*]

9 Some words have more than one meaning. Which meaning is correct for the underlined word in this sentence? [*Do not pronounce words or help with pronunciation.*]

10 Some letters don't make sounds in a word. What are the silent letters in this word? There can be more than one. Fill in the circle below each silent letter. [*Do not pronounce word or help with pronunciation.*]

11 Here is a sentence with four answer choices below it. Which answer choice tells us something belongs to someone or something? Read along silently as I read the sentence out loud. [*Do not read the answer choices.*]

Sally said, "Isn't this your book?"

Read this sentence silently as I read it out loud. Then I'll ask a question about it.

12 After Ann picked some roses, she took the baby for a walk.

What did Ann do first?

picked some roses took the baby for a walk

Question

Read the story silently as I read it out loud.
Then I will ask you a question about it.

It was a hot day. Jack turned on the hose. Then Jack sprayed water at the limp flowers. Andy and Susan wanted to run into the water. They laughed and ran through the cold water. Tracy hid behind the flower box. She didn't want to have wet clothes.

13 Who didn't waht to have wet clothes?

Tracy Susan Andy

Look in the story to find the word that will answer the question.

14 This question has a table of the animals 3 farmers own. [*Pause.*]

How many horses does Farmer Smith have? Fill in the circle beside your answer.

15 Look at the map and map key to answer this question. [*Pause.*]

How would you travel from Wand to Fish?

16 This is a number-letter grid. The numbers and letters on the edge of the grid name the cells.

How many symbols are in column 6?

Read the story silently as I read it out loud.
Then I will ask you a question about it.

First Nancy played on the swings. Then she climbed the monkey bars. Later Nancy went down the slide. Finally, she played in the sandbox.

17 What is the whole story about?

climbing swings playing sandbox

Question

Look at the map. [*Pause*.]

18 Amy started at her house and walked 4 blocks down Main Street. Where did she end up?

This is a bar graph of the number of runs schools made during the baseball season this year. Use it to answer the question. [*Pause*.]

19 How many runs were made by East School and West School together?

READING INVENTORY

2C

ID ___ ___ ___

DATE ____________________

NAME ____________________

SCHOOL ____________________

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example
○ d
○ m
○ t
○ b

Phase IV
IGE Evaluation
October 1978

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Center Contract No. OB-NIE-G-78-0217

1. ○ trl
○ thr
○ thl
○ str

2. ○ ew
○ oi - oy
○ ou - ow

3. zem ○ yes
○ no

4. barking
○ bar king
○ bar king
○ bark ing

5. ○ bird's cage
○ couldn't you
○ birds fly

6. general - engine
○ same
○ different

go on to the next page

7. all - none

   ○ same

   ○ opposite

   ○ different

8. food ○ long

   ○ short

9. The spring in the clock broke.

   ○ a coil

   ○ a season

10. w r o t e

    ○ ○ ○ ○ ○

11. Sally said, "Isn't this your book?

    ○ Isn't

    ○ this

    ○ your

    ○ none

12. After Ann picked some roses, she took the baby for a walk.

    What did Ann do first?

    ○ picked some roses

    ○ took the baby for a walk

go on to the next page

It was a hot day. Jack turned on the hose. Then Jack sprayed water at the limp flowers. Andy and Susan wanted to run into the water. They laughed and ran through the cold water. Tracy hid behind the flower box. She didn't want to have wet clothes.

13. Who didn't want to have wet clothes?

○ Tracy
○ Susan
○ Andy

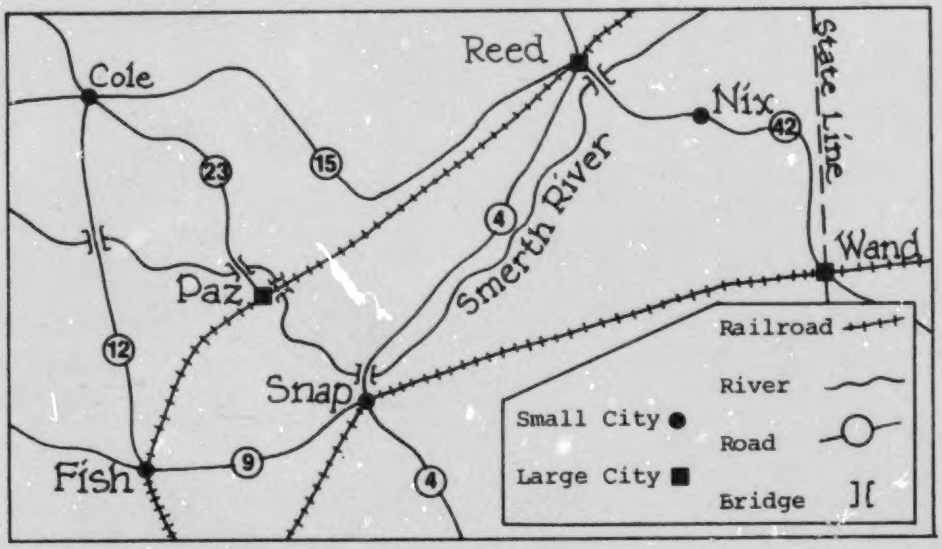
Farmers' Animals

Animals	Farmers		
	Jones	Smith	Miller
Chickens	2	0	4
Horses	0	3	1
Pigs	4	2	0
Sheep	3	6	2

14. How many horses does Farmer Smith have?

○ 0
○ 1
○ 2
○ 3
○ 6

go on to the next page


Cole
Reed
Nix
State Line
Wand
Paz
Smerth River
Snap
Fish
23
15
4
42
12
9
4
Railroad
River
Road
Bridge
Small City ●
Large City ■

15. How would you travel from Wand to Fish?

○ by car and boat

○ by train and car

○ by boat and train

	1	2	3	4	5	6	7	8	9	10
A			◇					✪		
B										
C		➚				✓				
D				☆				✓		▲
E										
F						+			✳	
G		☼						⌶		
H										
I						☆				
J				┼						

16. How many symbols are in column 6?

○ 1

○ 2

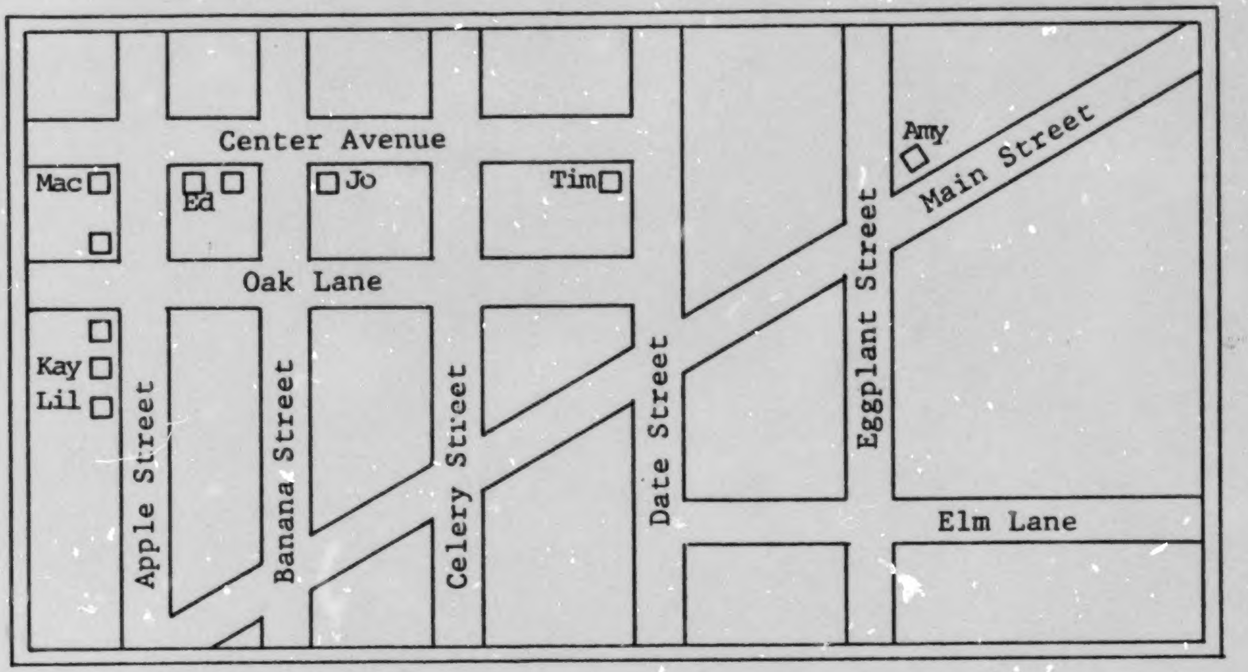
○ 3

○ 5

go on to the next page

17. First Nancy played on the swings. Then she climbed the monkey bars. Later Nancy went down the slide. Finally, she played in the sandbox.

- ○ climbing
- ○ swings
- ○ playing
- ○ sandbox

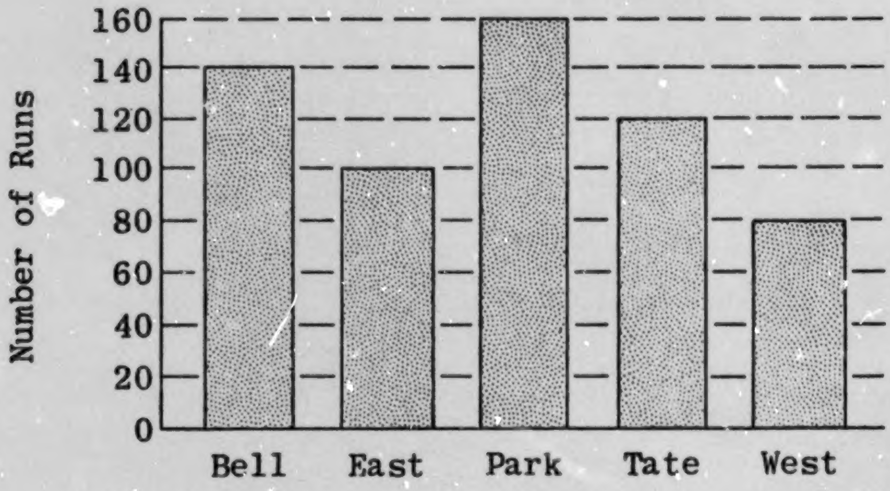

Center Avenue
Mac
Ed
Jo
Tim
Amy
Main Street
Oak Lane
Kay
Lil
Apple Street
Banana Street
Celery Street
Date Street
Eggplant Street
Elm Lane

18. Amy started at her house and walked 4 blocks down Main Street. Where did she end up?

- ○ Oak Lane
- ○ Date Street
- ○ Celery Street
- ○ Banana Street
- ○ Apple Street

go on to the next page

Runs Schools Made in the Baseball Season



19. How many runs were made by East School and West School together?

○ 80

○ 100

○ 160

○ 180

○ 240

Stop

2C

READING INVENTORY

ID ___ ___ ___

MONTH/DAY

NAME

SCHOOL

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example
○ d
○ m
○ t
○ b

Phase IV
IGE Evaluation
November 1978

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Center Contract No. OB-NIE-G-78-0217

1.
○ trl
○ thr
○ thl
○ str

2.
○ ew
○ oi - oy
○ ou - ow

3. zem
○ yes
○ no

4. barking
○ bar king
○ bar king
○ bark ing

5.
○ bird's cage
○ couldn't you
○ birds fly

6. general - engine
○ same
○ different

go on to the next page

7. all - none

○ same

○ opposite

○ different

8. food ○ long

○ short

9. The spring in the clock broke.

○ a coil

○ a season

10. w r o t e

○ ○ ○ ○ ○

11. Sally said, "Isn't this your book?

○ Isn't

○ this

○ your

○ *none*

12. After Ann picked some roses, she took the baby for a walk.

What did Ann do first?

○ picked some roses

○ took the baby for a walk

go on to the next page

It was a hot day. Jack turned on the hose. Then Jack sprayed water at the limp flowers. Andy and Susan wanted to run into the water. They laughed and ran through the cold water. Tracy hid behind the flower box. She didn't want to have wet clothes.

13. Who didn't want to have wet clothes?

○ Tracy

○ Susan

○ Andy

Farmers' Animals

Animals	Farmers		
	Jones	Smith	Miller
Chickens	2	0	4
Horses	0	3	1
Pigs	4	2	0
Sheep	3	6	2

14. How many horses does Farmer Smith have?

○ 0

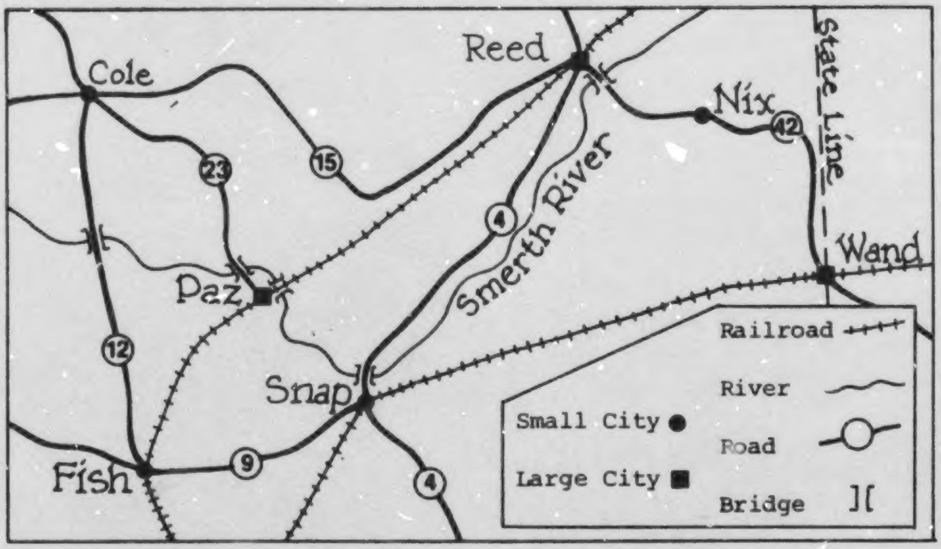
○ 1

○ 2

○ 3

○ 6

go on to the next page


Cole
Reed
Nix
42
State Line
Wand
23
15
4
Smerth River
Paz
12
Snap
Fish
9
4
Railroad
River
Small City ●
Road
Large City ■
Bridge][

15. How would you travel from Wand to Fish?

○ by car and boat

○ by train and car

○ by boat and train

	1	2	3	4	5	6	7	8	9	10
A			◇					✪		
B										
C		➚				✓				
D				☆				✓		▲
E										
F						+			✱	
G		☼						Ɪ		
H										
I						☆				
J				+						

16. How many symbols are in column 6?

○ 1

○ 2

○ 3

○ 5

go on to the next page

First Nancy played on the swings. Then she climbed the monkey bars. Later Nancy went down the slide. Finally, she played in the sandbox.

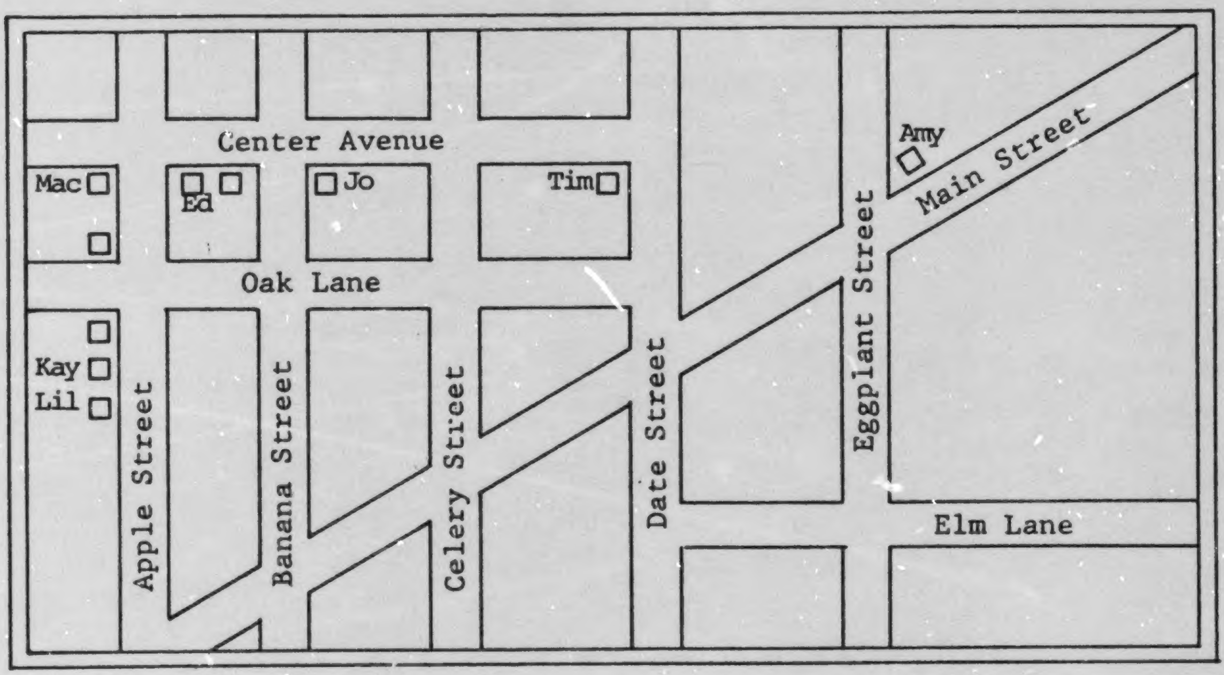
17. What is the whole story about?

○ climbing

○ swings

○ playing

○ sandbox


Center Avenue
Mac
Ed
Jo
Tim
Amy
Main Street
Oak Lane
Kay
Lil
Apple Street
Banana Street
Celery Street
Date Street
Eggplant Street
Elm Lane

18. Amy started at her house and walked 4 blocks down Main Street. Where did she end up?

○ Oak Lane

○ Date Street

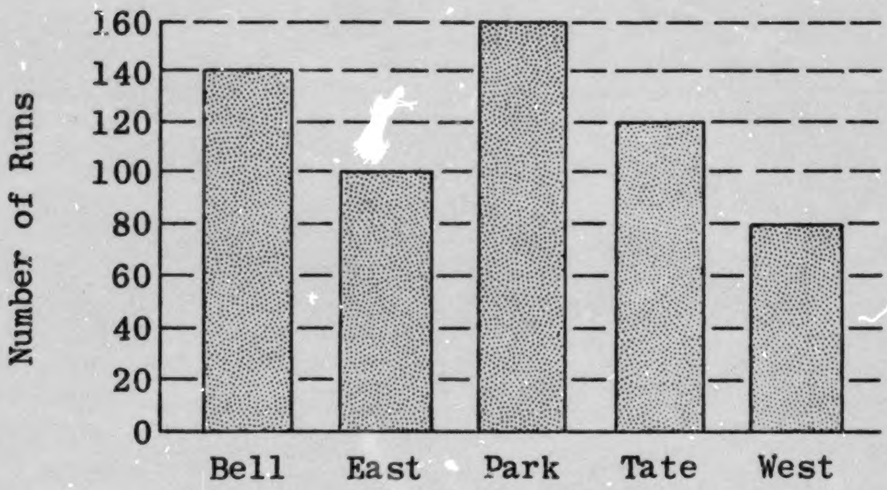
○ Celery Street

○ Banana Street

○ Apple Street

go on to the next page

Runs Schools Made in the Baseball Season



19. How many runs were made by East School and West School together?

○ 80
○ 100
○ 160
○ 180
○ 240

Stop

2D

Test Administrator's Manual[1]

Reading Inventory 2D

Phase IV
IGE Evaluation
October 1978

[1] Revised November 1978

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Center Contract No. OB-NIE-G-78-0217

Materials for Testing

Each child will need:

- a Reading Inventory 2D booklet
- a sharpened pencil with an eraser
- a cleared desk top or space to work

Each test administrator will need:

- this test administrator's manual
- a Reading Inventory 2D booklet for demonstration
- extra sharpened pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing

Familiarity with Directions

Directions to be read to children are printed in regular type. Directions to the test administrator are printed in *italic*. Since all directions given to the children must be read word for word, the test administrator should study the directions (starting on page 2) prior to testing. Familiarity with test directions is enhanced by working with a copy of the test in hand.

Identification Information

On each booklet cover there are blanks for identification information. The test administrator will need to enter both the child's name and ID number prior to testing. The blanks for "Month" and "School" can be filled in either before or after testing.

Directions for Administering Reading Inventory 2D

Read the directions on the test booklet cover silently as I read them out loud.

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Now look at the example box below. I am going to read a nonsense, or pretend, word to you. Listen carefully and decide which letter makes the beginning sound of the word. Ready? Tuv. [*Pronounce tuv so that it rhymes with love.*] Tuv. Which letter makes the beginning sound? [*Wait for a response.*] The letter t does, so fill in the circle beside t in the example box. [*Pause.*] Open your booklet to page 1. [*Pause.*]

Pace children through the questions. Wait until all children have completed a question before proceeding to the next question.

Questions 1-5 involve the use of nonsense words. Pronounce the nonsense word so that it rhymes with the real word in parentheses.

I am going to ask you a few more questions about nonsense, or pretend, words. Listen carefully and fill in the circle beside your answer. Ready?

Question

1 What are the first three letters of this word?
Striv [*sieve*] . . . striv [*sieve*].

2 What vowel sound do you hear in this word?
Nate [*gate*] . . . nate [*gate*].

3 Is the vowel sound in this word long or short?
Nate [*gate*] . . . nate [*gate*].

4 Two vowels are often sounded together to make a new sound. The answer choices are ew, oi-oy, and ou-ow. Oi-oy are grouped as one answer choice because they sound alike. Ou-ow are grouped as an answer choice because they sound alike, too. What sound made by two vowels do you hear in this word? Prown [*town*] . . . prown [*town*].

5 There are several rules that tell us how to pronounce vowels in words. This question is about the final vowel rule. This rule tells us how to pronounce words that have the only vowel at the end of the word. Decide whether I pronounce the nonsense word as the rule says it should be pronounced. Fill in the circle beside yes if I pronounce the word according to the rule. Fill in the circle beside no if I do not pronounce the word according to the rule. Ready?
Ji [*my*] . . . ji [*my*].

Question

6 Here is a sentence with four words below it. Find the word that is made up of two words and also makes the best sentence. Fill in the circle beside the word you choose. Read along silently as I read the sentence out loud. *[Do not read the answer choices.]*

I know __________ have fun.

7 This question is about base words, or root words. Find the answer choice where only the root, or base, word is underlined and fill in the circle beside it. *[Do not pronounce the word or help with pronunciation.]*

8 Look at the underlined letters in these two words. Do the underlined letters in both words have the same sound or different sounds? Fill in the circle next to your answer. *[Do not pronounce words or help with pronunciation.]*

9 Look at the two words beside number 9. Are the meanings of these two words the same, opposite, or different? *[Do not pronounce words or help with pronunciation.]*

10 Does the double o in this word have a long sound or a short sound? *[Do not pronounce the word or help with pronunciation.]*

11 Which answer choice shows this word divided correctly into its syllables? Fill in the circle beside your answer. *[Do not pronounce the word or help with pronunciation.]*

12 Here is a sentence with four answer choices below it. Which answer choice tells us something belongs to someone or something? Read along silently as I read the sentence out loud. *[Do not read the answer choices.]*

They're going over there to see their new horse.

Read the story silently as I read it out loud.
Then I will ask you a question about it.

Many trees grow in the forest. Many little animals live there. Some big animals live there too. Some people live there also. The forest has many ponds and one little river.

13 What is the whole story about?

many trees   the forest   big animals   ponds and rivers

Question

Read along silently as I read these sentences out loud. You are to believe that these first sentences are true. Decide what you know from them. Then I will read the last sentence and you decide whether it is right or wrong. Ready?

14 Jane's family lives next door to Bill's family. When Jane's mother goes shopping, Jane stays at Bill's house. Today Jane is playing in her own yard. [*Pause.*]

Jane's mother is not shopping.

Read the sentence silently as I read it out loud. Then I'll ask a question about it.

15 Jimmy helped feed his baby sister after he set the table.

What did Jimmy do last?

helped feed his baby sister	set the table

16 Look at the map. [*Pause.*]

Which highway is the airport on?

17 This is a number-letter grid. The numbers and letters name the cells.

Fill in the circle in cell F5.

18 This is a bar graph of how far people live from the zoo. Look at the graph. [*Pause.*]

Kay is 15 miles closer to the zoo than who?

19 Which word would come first if these words were in alphabetical order? You do not need to know how to pronounce the words to answer this question. [*Do not read the answer choices out loud.*]

READING INVENTORY

2D

ID ___ ___ ___

DATE ____________________

NAME ____________________ SCHOOL ____________________

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example	○ d ○ m ○ t ○ b

Phase IV
IGE Evaluation
October 1978

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Center Contract No. OB-NIE-G-78-0217

1. ○ spl
○ str
○ stl
○ shr

2. ○ a
○ e
○ i
○ o
○ u

3. ○ long
○ short

4. ○ ew
○ oi - oy
○ ou - ow

5. ji ○ yes
○ no

6. I know ____________ have fun.
○ we
○ can't
○ well
○ we'll

go on to the next page

7. flashes

○ fl ashes
○ fl ash es
○ flash es

8. circle - cart

○ same
○ different

9. back - behind

○ same
○ opposite
○ different

10. shoot

○ long
○ short

11. opposite

○ op - po - site
○ op - po - si - te
○ opp - o - site
○ opposite

go on to the next page

12. They're going over there to see their new horse.

○ They're
○ there
○ their
○ none

13. Many trees grow in the forest. Many little animals live there. Some big animals live there too. Some people live there also. The forest has many ponds and one little river.

○ many trees
○ the forest
○ big animals
○ ponds and rivers

14. Jane's family lives next door to Bill's family. When Jane's mother goes shopping, Jane stays at Bill's house. Today Jane is playing in her own yard.

Jane's mother is not shopping.

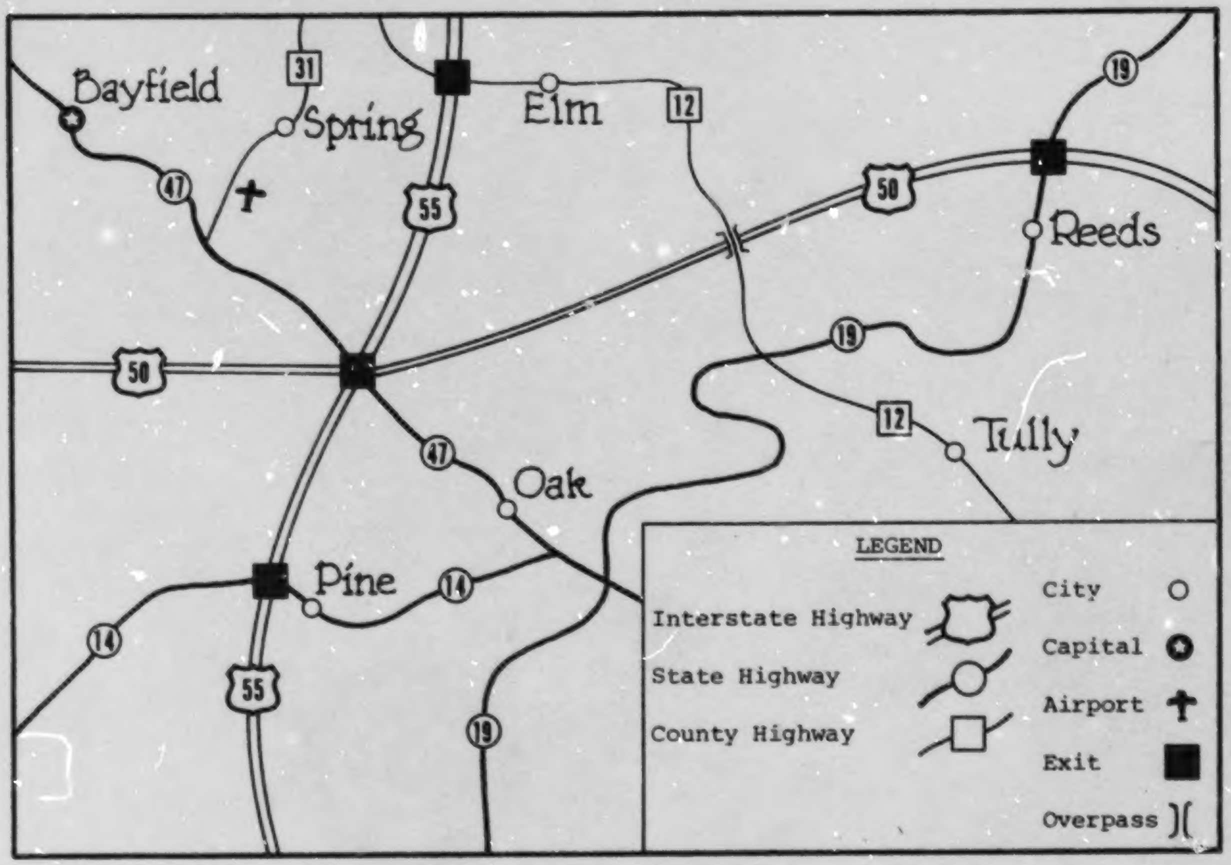
○ right
○ wrong

15. Jimmy helped feed his baby sister after he set the table.

What did Jimmy do last?

○ helped feed his baby sister
○ set the table

go on to the next page


Bayfield
31
Spring
55
Elm
12
19
50
Reeds
47
19
50
12
Tully
47
Oak
Pine
14
14
55
19
LEGEND
Interstate Highway
State Highway
County Highway
City
Capital
Airport
Exit
Overpass

16. Which highway is the airport on?

○ 12

○ 21

○ 31

○ 55

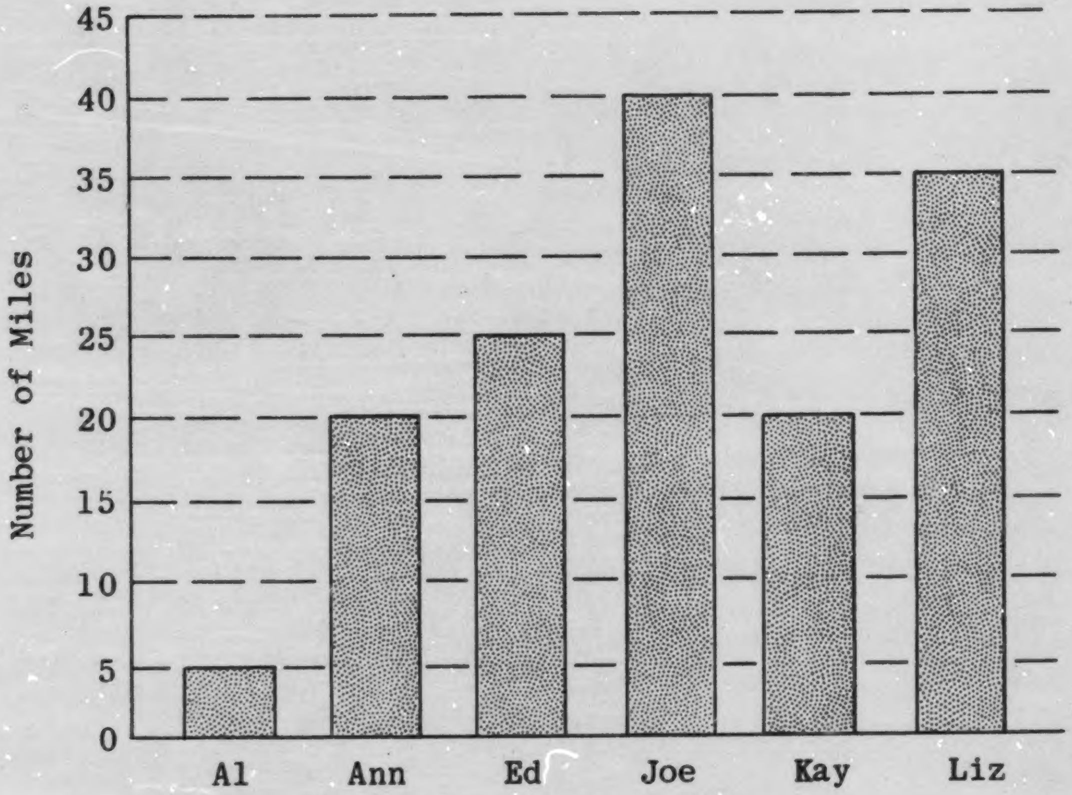
---

17. Fill in the circle in cell F5.

	A	B	C	D	E	F	G
1	○	○	○	○	○	○	○
2	○	○	○	○	○	○	○
3	○	○	○	○	○	○	○
4	○	○	○	○	○	○	○
5	○	○	○	○	○	○	○
6	○	○	○	○	○	○	○
7	○	○	○	○	○	○	○

go on to the next page

Distance from Home to Zoo



18. Kay is 15 miles closer to the zoo than:

○ Al

○ Ann

○ Ed

○ Joe

○ Liz

19.

○ often

○ oil

○ oleo

○ okra

○ ogle

Stop

2D

READING INVENTORY

ID ___ ___ ___

MONTH/DAY ____________________

NAME ____________________ SCHOOL ____________________

This is a test about reading skills. There are questions about letter sounds, words, sentences, and stories. There also are questions about reading maps, graphs, and tables. When you're not sure of an answer, mark the answer you think is right.

Example
○ d
○ m
○ t
○ b

Phase IV
IGE Evaluation
November 1978

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Center Contract No. OB-NIE-G-78-0217

1. ○ spl
○ str
○ stl
○ shr

2. ○ a
○ e
○ i
○ o
○ u

3. ○ long
○ short

4. ○ ew
○ oi - oy
○ ou - ow

5. ji ○ yes
○ no

6. I know ____________ have fun.

○ we
○ can't
○ well
○ we'll

go on to the next page

7. flashes

○ fl ashes
○ fl ash es
○ flash es

8. circle - cart

○ same
○ different

9. back - behind

○ same
○ opposite
○ different

10. shoot

○ long
○ short

11. opposite

○ op - po - site
○ op - po - si - te
○ opp - o - site
○ opposite

go on to the next page

12. They're going over there to see their new horse.

○ They're

○ there

○ their

○ *none*

Many trees grow in the forest. Many little animals live there. Some big animals live there too. Some people live there also. The forest has many ponds and one little river.

13. What is the whole story about?

○ many trees

○ the forest

○ big animals

○ ponds and rivers

14. Jane's family lives next door to Bill's family. When Jane's mother goes shopping, Jane stays at Bill's house. Today Jane is playing in her own yard.

Jane's mother is not shopping.

○ right

○ wrong

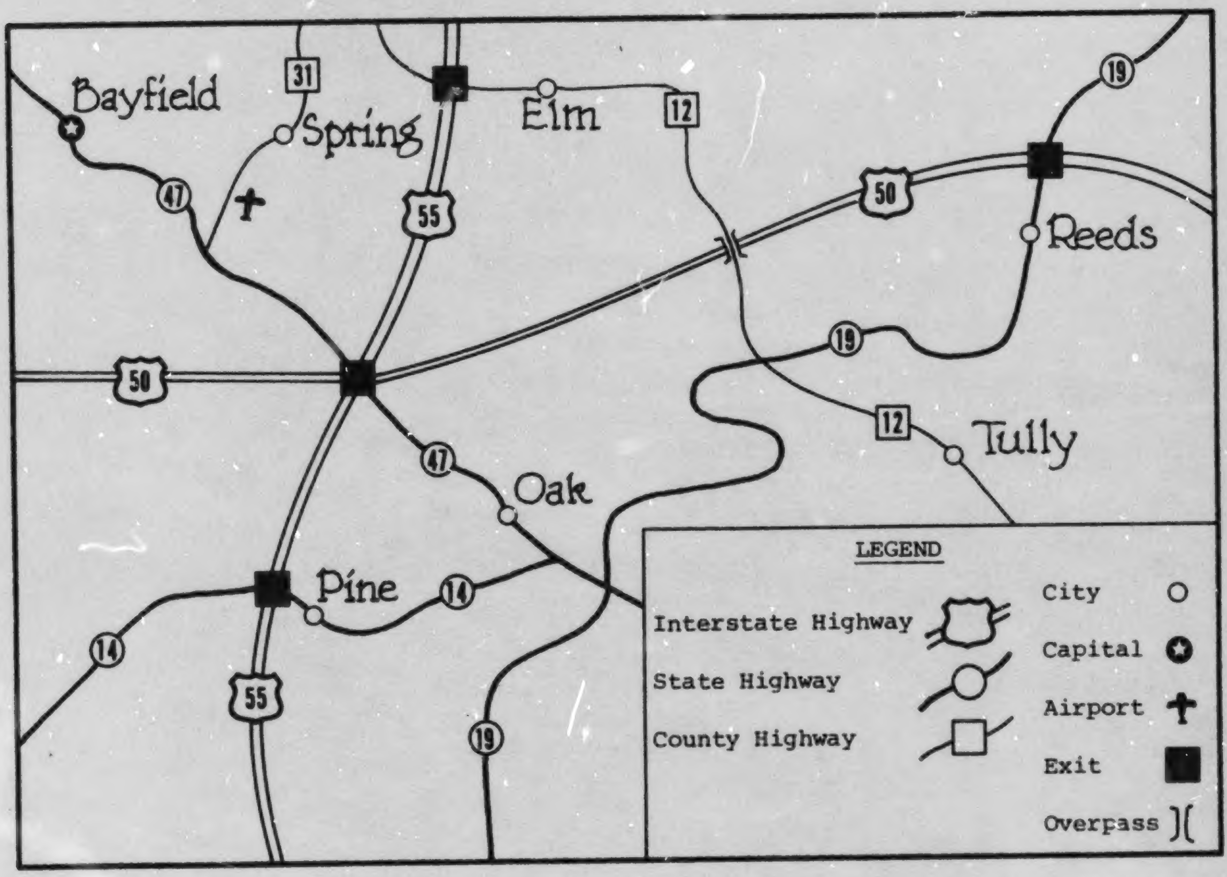
15. Jimmy helped feed his baby sister after he set the table.

What did Jimmy do last?

○ helped feed his baby sister

○ set the table

go on to the next page


Bayfield
31
Spring
Elm
12
19
47
55
50
Reeds
19
50
12
Tully
47
Oak
Pine
14
14
55
19
LEGEND
Interstate Highway
State Highway
County Highway
City
Capital
Airport
Exit
Overpass

16. Which highway is the airport on?

○ 12

○ 21

○ 31

○ 55

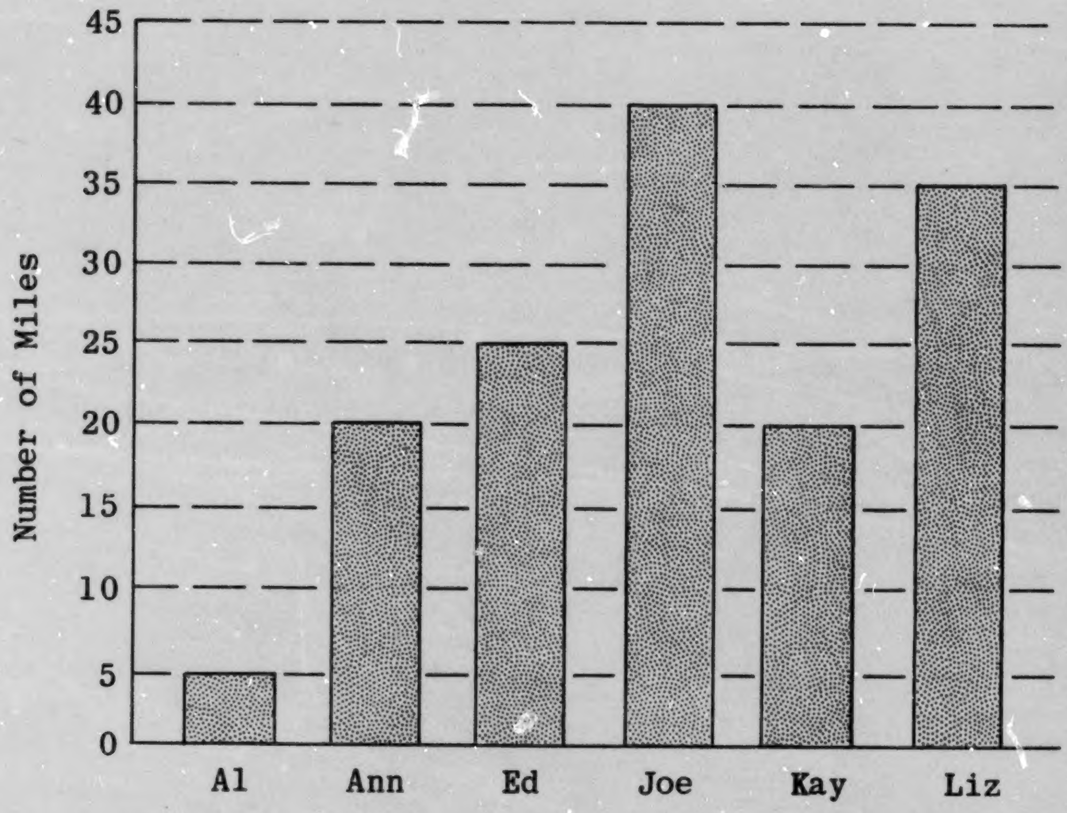
---

17. Fill in the circle in cell F5.

	A	B	C	D	E	F	G
1	○	○	○	○	○	○	○
2	○	○	○	○	○	○	○
3	○	○	○	○	○	○	○
4	○	○	○	○	○	○	○
5	○	○	○	○	○	○	○
6	○	○	○	○	○	○	○
7	○	○	○	○	○	○	○

go on to the next page

Distance from Home to Zoo



18. Kay is 15 miles closer to the zoo than:

○ Al

○ Ann

○ Ed

○ Joe

○ Liz

19.

○ often

○ oil

○ oleo

○ okra

○ ogle

Stop

APPENDIX B

Grade 5 Achievement Monitoring Tests

The four forms (E-H) of the Grade 5 achievement monitoring tests which were used in the Reading Skills Comparative Study of Phase IV of the IGE Evaluation Project are included in this appendix. In that some of the items on particular test forms were changed after the first administration and since a machine-scorable answer sheet was used resulting in changes in some item formats, a copy of the test instructions and the two versions of the test itself (October and November) are provided.

DIRECTIONS SHEET FOR ADMINISTERING READING INVENTORY 5E

Materials for Testing

Each student will need:

- a Reading Inventory 5E booklet
- a sharpened pencil with an eraser
- a cleared desk top or space to work
- a ruler

Each test administrator will need:

- this directions sheet
- a Reading Inventory 5E booklet for demonstration
- extra sharpened pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing
- extra rulers

Identification Information

Students should be directed to print the following information on the test booklet cover: first and last name, school, and month of testing.

INTRODUCTION TO TEST

SAY: Read the directions on the cover silently as I read them out loud.

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables and using references.

Mark all answers in your booklet by circling the letter for your choice. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn to page 1 and begin.

Note: Students should be able to read and understand the directions and questions for all of the test items. You may answer questions about pronunciation except for test items 1 and 2.

5E

READING INVENTORY

ID ___ ___ ___

MONTH ____________________

NAME ____________________ SCHOOL ____________________

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables and using references.

Mark all answers in your booklet by circling the letter for your choice. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn to page 1 and begin.

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Center Contract No. OB-NIE-0-78-0217

1. Some letters do not make sounds in a word. Mark each silent letter in the word receive.

   A. r
   B. e
   C. c
   D. e
   E. i
   F. v
   G. e

2. Which syllable of about has the accent, the first syllable or the second syllable? Mark the answer choice that shows the accent on the correct syllable.

   A. a´ bout
   B. a bout´

3. Which word in the sentence below tells that something belongs to someone or something?

   The cat cut its paws so we'll wrap them.

   A. its
   B. paws
   C. we'll
   D. *none*

go on to the next page

4. Select the suffix that will make the base word fit the definition given.

SKILL + ______________ = having or showing skill.

A.	-ful:	full of, likely to, the amount that will fill, having the ways of.
B.	-en:	to make or become, to get or give, made of.
C.	-hood:	the condition or time of being, all the members in a group.
D.	-ist:	a person who, a person who is skilled in or works at, a person who believes in.

5. Read the sentences in (1) and decide what the underlined nonsense word stands for. Then look at the unfinished sentence in (2) and select the one answer choice you think best completes the sentence. (The nonsense word has the same meaning in both sets of sentences.)

(1) The boy next door had many cays. He was able to make friends easily, get good grades, and think of different things to do. I'm sorry he moved away.

(2) Because the old man in Jenny's made-up story had a number of cays, he was

A. very strong
B. an interesting character
C. rather dull to read about
D. extremely large and scary

go on to the next page

6. Which answer best describes what the whole passage is about?

Camels can go many days without food because they store up fat in their humps. Some camels have one hump. Others have two humps. A camel's stomach holds a lot of water so that it can go without water for a long time. Because camels are very strong, they can travel long distances on the desert and carry heavy loads. Some camels have to carry tents, tent poles, food, and people. Their wide feet with soft padded bottoms keep them from sinking into the desert sand. Have you ever tried walking in hot sand? Camels can also close their noses to keep out the sand.

A. A camel's stomach holds lots of water.
B. Camels can go many days without food.
C. Camels can close their noses.
D. Camels are good travelers in desert lands.

7. Use the information in the paragraph to decide whether the sentence below it is right or wrong:

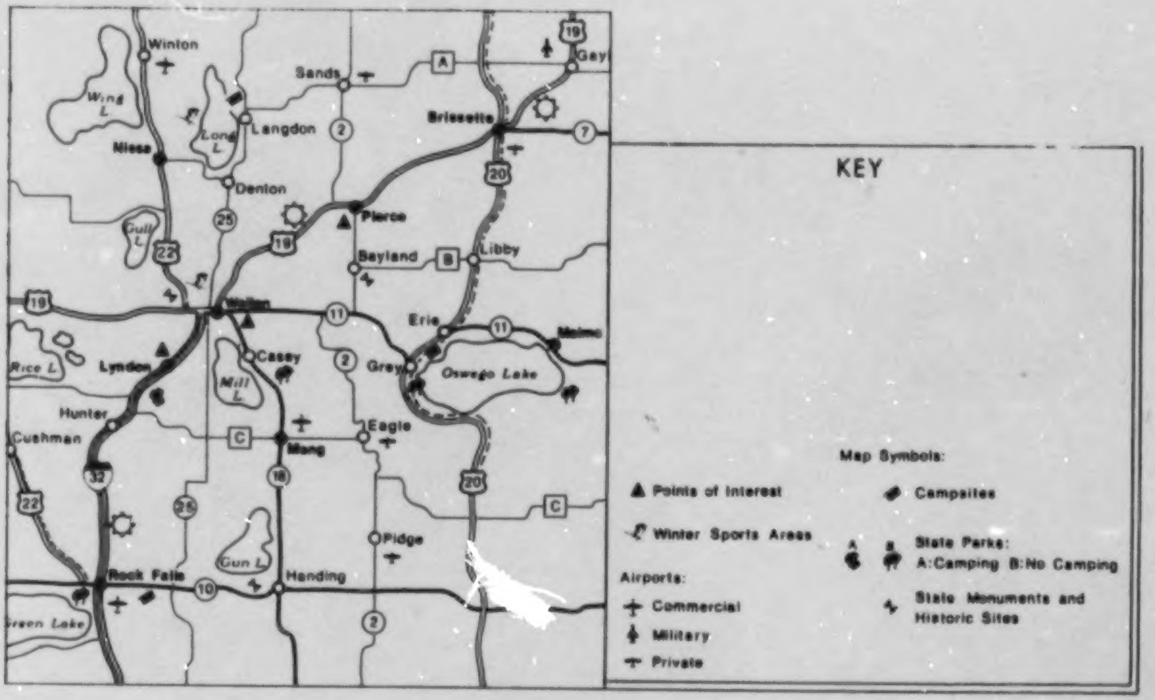
Mountains are formed in different ways. Sometimes, forces in the earth cause the crust to crack. Then there are forces that cause one side of the crack to slide higher than the other side. All mountains formed in this way are called block mountains. Dome mountains are formed in another way. These mountains are formed when melted rock flows under other rocks and pushes these rocks upward. The Sierra Nevada Mountains were formed when forces caused one side of a crack to slide above the other side. The Black Hills and the Henry Mountains were formed when melted rock flowed under granite rock and pushed the granite upward.

The Sierra Nevada Mountains are block mountains.

A. right
B. wrong

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


Winton
Wing L
Sands
A
19
Gay
Long L
Langdon
2
Brissette
7
Niesa
Denton
20
25
Pierce
Gull L
22
19
Bayland
B
Libby
19
Wallen
11
Erie
11
Malmo
Rice L
Lyndon
Casey
2
Grey
Oswego Lake
Mill L
Hunter
Eagle
Cushman
C
Mang
32
18
20
C
22
26
Pidge
Gun L
Rock Falls
10
Handing
Green Lake
2
KEY
Map Symbols:
Points of Interest
Campsites
Winter Sports Areas
State Parks:
A:Camping B:No Camping
Airports:
Commercial
Military
Private
State Monuments and Historic Sites

8. How many airports are along Highway ②?

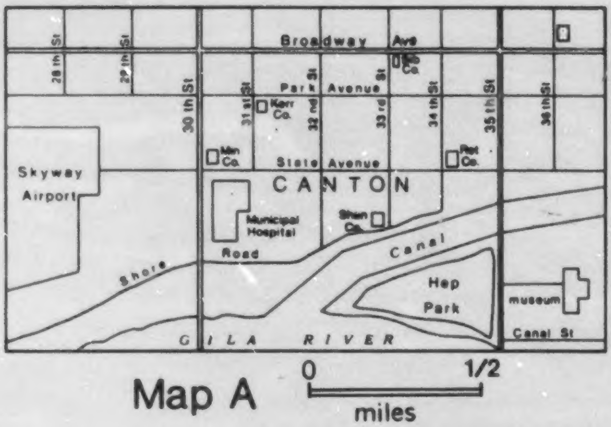
A. 2
B. 3
C. 5
D. 8

9. Near what town is the state park with camping?

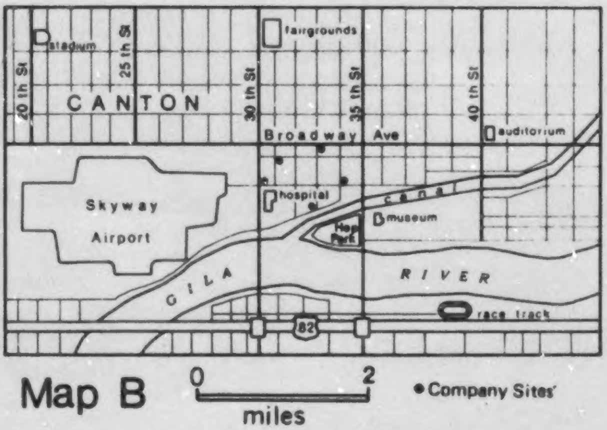
A. Casey
B. Grey
C. Rock Falls
D. Lyndon

go on to the next page

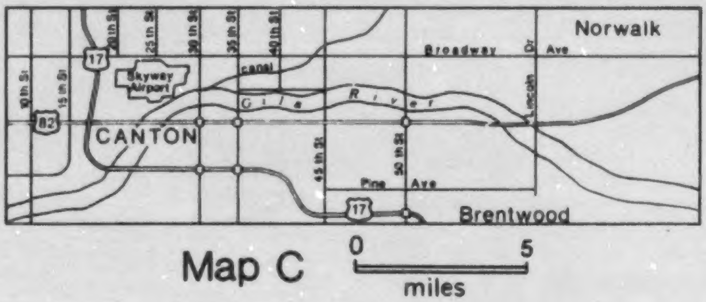
USE THESE MAPS TO ANSWER QUESTIONS 10, 11, AND 12.


Broadway Ave
28 th St
29 th St
30 th St
31 st St
32 nd St
33 rd St
34 th St
35 th St
36 th St
Park Avenue
State Avenue
Kerr Co.
Min Co.
Pet Co.
Shen Co.
Skyway Airport
CANTON
Municipal Hospital
Road
Shore
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
25 th St
fairgrounds
20 th St
30 th St
35 th St
40 th St
CANTON
Broadway Ave
auditorium
Skyway Airport
hospital
canal
museum
Hep Park
GILA
RIVER
82
race track
0
2
miles
● Company Sites

Map B


Norwalk
Broadway Dr Ave
17
20 th St
25 th St
30 th St
35 th St
40 th St
10 th St
15 th St
Skyway Airport
canal
Gila River
82
CANTON
Lincoln
45 th St
50 th St
Pine Ave
17
Brentwood
0
5
miles

Map C

10. Which direction do you go from the airport to the park?

A. northeast
B. northwest
C. southeast
D. southwest

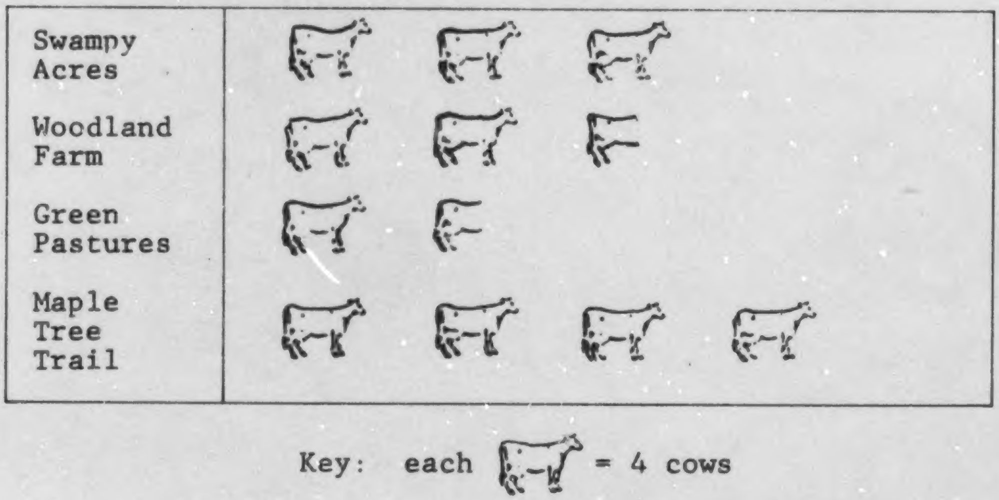
11. How many miles is it from 35th Street to 50th Street?

A. 1/2
B. 1
C. 2
D. 5

12. From which map can you name the company (Co.) closest to the airport?

A. A
B. B
C. C

COWS FARMS BOUGHT



13. On the graph above, which farm bought 10 cows?

    A. Swampy Acres
    B. Woodland Farm
    C. Green Pastures
    D. Maple Tree Trail

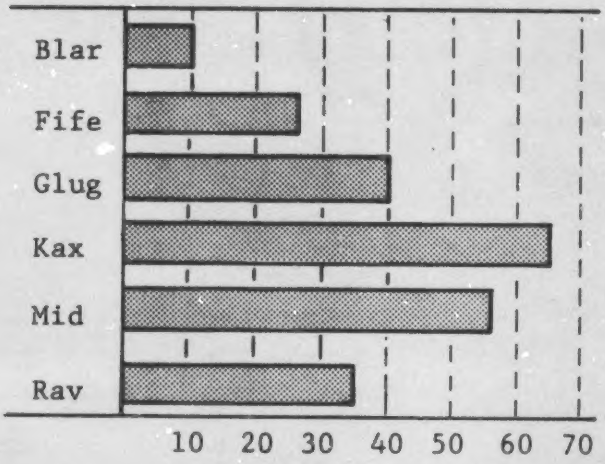
---

14. Use the graph at the right to answer this question:

    How many more stores were built in Kax than in Glug?

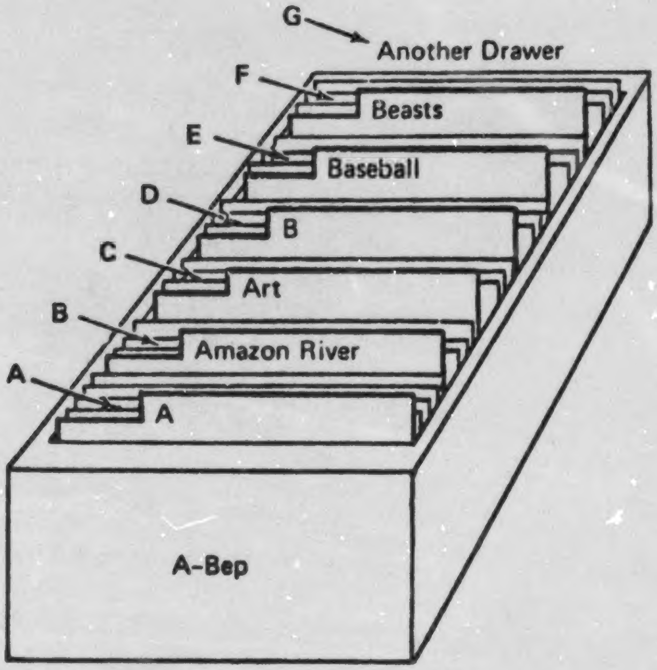
    A. 10
    B. 15
    C. 25
    D. 40
    E. 65

STORES BUILT IN CITIES



go on to the next page

15. Use the card catalog drawer below labeled A-Bep to show where you would find a card for the book The American Mother Goose.


G
Another Drawer
F
Beasts
E
Baseball
D
B
C
Art
B
Amazon River
A
A
A-Bep

16. Use the pronunciation key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

thermosiphon (thûr' mō si'fən)

A. deer
B. were
C. tub
D. use

PRONUNCIATION KEY

a – add
ā – āte
ä – fär
â – bâre
e – let
ē – shē
i – it
ī – īce

o – got
ō – sō
ou – house
oi – toy
ô – ôr
o͞o – co͞ol
o͝o – to͝ok
u – tug

û – fûr

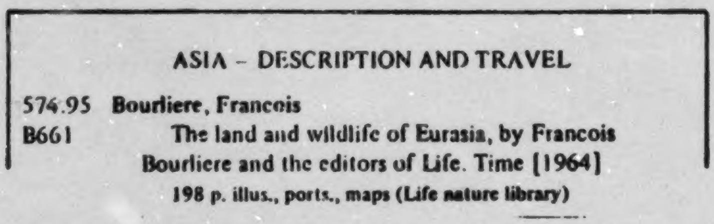
go on to the next page

17. Which of the four names would come first if they were card catalog titles?

A. MacDowell, Edward
B. Mc Donnell, Philip
C. Mac Dowell, Edward Alexander
D. McDonald, Flora

18. Use the catalog cards below to find the book that tells detailed facts about Asia's geography.

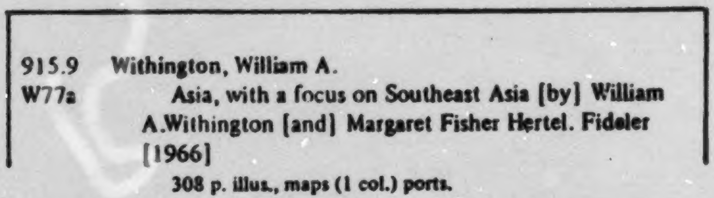
A



ASIA – DESCRIPTION AND TRAVEL

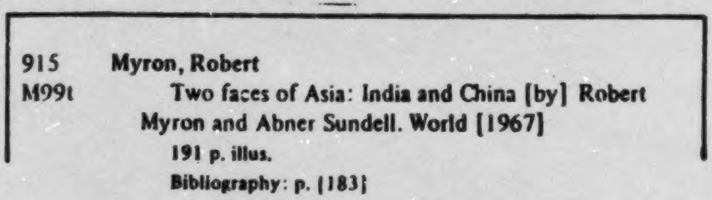
574.95 **Bourliere, Francois**
B661 The land and wildlife of Eurasia, by Francois Bourliere and the editors of Life. Time [1964]
198 p. illus., ports., maps (Life nature library)

B



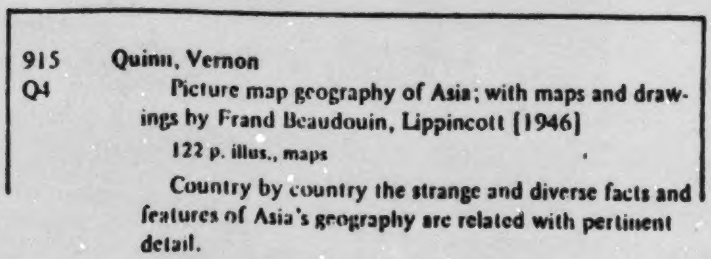
915.9 **Withington, William A.**
W77a Asia, with a focus on Southeast Asia [by] William A.Withington [and] Margaret Fisher Hertel. Fideler [1966]
308 p. illus., maps (1 col.) ports.

C



915 **Myron, Robert**
M99t Two faces of Asia: India and China [by] Robert Myron and Abner Sundell. World [1967]
191 p. illus.
Bibliography: p. [183]

D



915 **Quinn, Vernon**
Q4 Picture map geography of Asia; with maps and drawings by Frand Beaudouin, Lippincott [1946]
122 p. illus., maps
Country by country the strange and diverse facts and features of Asia's geography are related with pertinent detail.

go on to the next page

19. Pick the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The detective made a plaster case of the track left by the man.

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

track (trăk) **1.** a print left by a foot, tire, etc. **2.** to leave marks or footprints on or with: *Boys* tracked *the fresh cement. The crowd* tracked *mud all over the vestibule.* **3.** trail of footprints, wheel marks, sparks, etc., left by a moving object: *The Indian scout followed the* tracks *of the wagon train.* **4.** to follow by sight or scent: *The hounds* tracked *the fox to its den.* **5.** path; road: *A wagon* track *leads across the field.* **6.** a specially prepared course used for races: *a race* track; *a cinder* track.

Stop

5E

READING INVENTORY

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

X. circus A. ci- rcus
B. cir- cus
C. circ- us
D. circus

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you _think_ is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

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   A. a´ bout
   B. a bout´

3. Which word in the sentence below tells that something belongs to someone or something?

   The cat cut its paws so we'll wrap them.

   A. its
   B. paws
   C. we'll
   D. *none*

go on to the next page

4. Select the suffix that will make the base word fit the definition given.

SKILL + ______________ = having or showing skill.

A. -ful: full of, likely to, the amount that will fill, having the ways of.

B. -en: to make or become, to get or give, made of.

C. -hood: the condition or time of being, all the members in a group.

D. -ist: a person who, a person who is skilled in or works at, a person who believes in.

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(1) The boy next door had many cays. He was able to make friends easily, get good grades, and think of different things to do. I'm sorry he moved away.

(2) Because the old man in Jenny's made-up story had a number of cays, he was

A. very strong
B. an interesting character
C. rather dull to read about
D. extremely large and scary

go on to the next page

6. Which answer best describes what the whole passage is about?

Camels can go many days without food because they store up fat in their humps. Some camels have one hump. Others have two humps. A camel's stomach holds a lot of water so that it can go without water for a long time. Because camels are very strong, they can travel long distances on the desert and carry heavy loads. Some camels have to carry tents, tent poles, food, and people. Their wide feet with soft padded bottoms keep them from sinking into the desert sand. Have you ever tried walking in hot sand? Camels can also close their noses to keep out the sand.

A. A camel's stomach holds lots of water.
B. Camels can go many days without food.
C. Camels can close their noses.
D. Camels are good travelers in desert lands.

7. Use the information in the paragraph to decide whether the sentence below it is right or wrong:

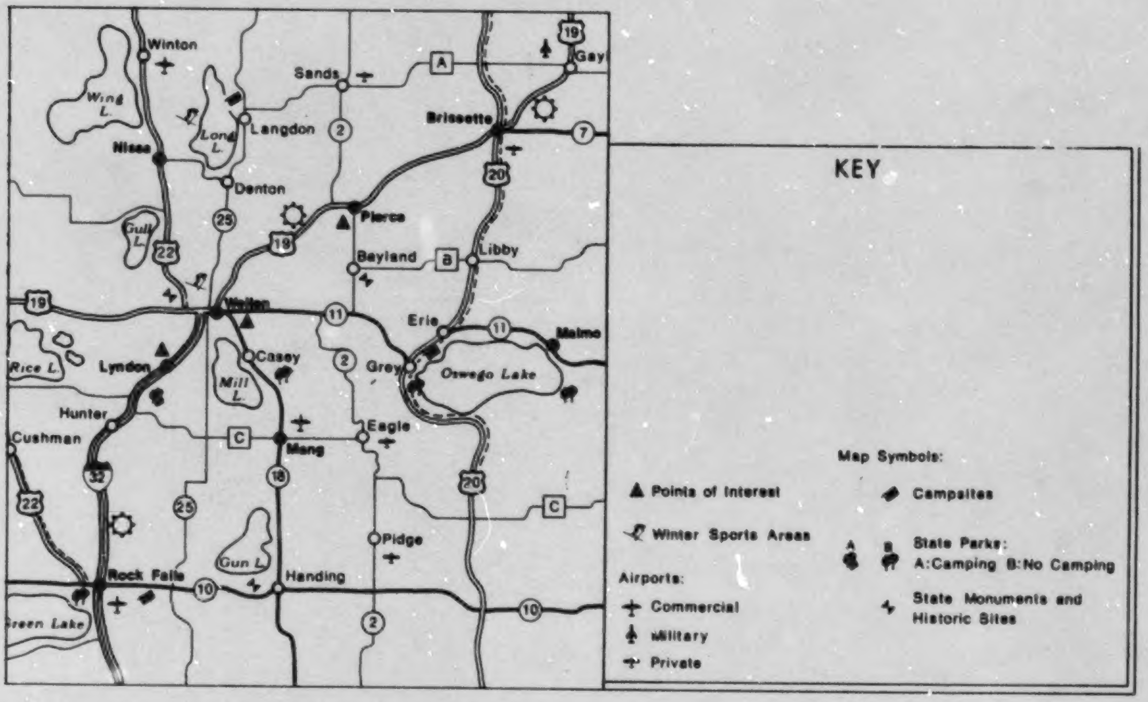
Mountains are formed in different ways. Sometimes, forces in the earth cause the crust to crack. Then there are forces that cause one side of the crack to slide higher than the other side. All mountains formed in this way are called block mountains. Dome mountains are formed in another way. These mountains are formed when melted rock flows under other rocks and pushes these rocks upward. The Sierra Nevada Mountains were formed when forces caused one side of a crack to slide above the other side. The Black Hills and the Henry Mountains were formed when melted rock flowed under granite rock and pushed the granite upward.

The Sierra Nevada Mountains are block mountains.

A. right
B. wrong

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


Winton
Wing L.
Sands
Langdon
Long L.
Nisse
Brissette
Gay
Denton
Pierce
Gull L.
Bayland
Libby
Walton
Erie
Malmo
Casey
Grey
Oswego Lake
Rice L.
Lyndon
Mill L.
Hunter
Cushman
Eagle
Mang
Pidge
Gun L.
Rock Falls
Handing
Green Lake
19
A
7
2
20
25
22
B
11
C
32
18
10
KEY
Map Symbols:
Points of Interest
Campsites
Winter Sports Areas
State Parks:
A:Camping B:No Camping
Airports:
Commercial
Military
Private
State Monuments and Historic Sites

8. How many airports are along Highway ②?

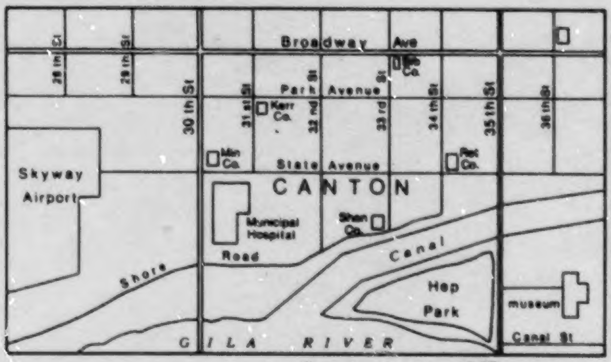
   A. 2
   B. 3
   C. 5
   D. 8

9. Near what town is the state park with camping?

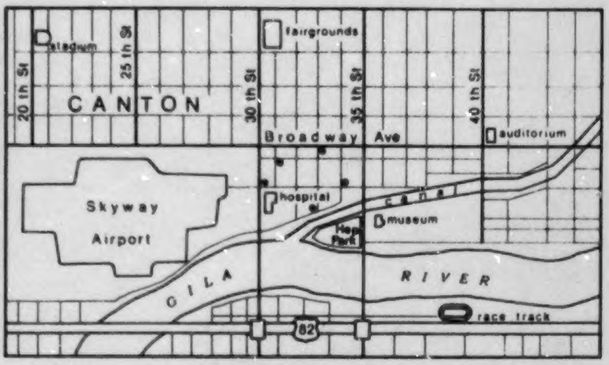
   A. Casey
   B. Grey
   C. Rock Falls
   D. Lyndon

go on to the next page

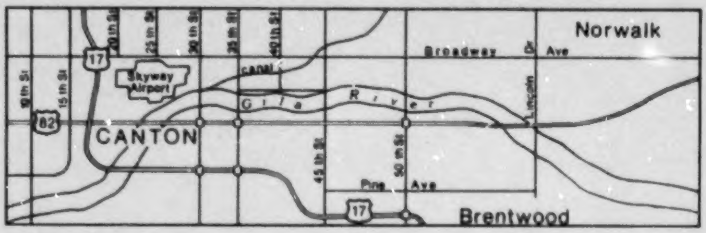
USE THESE MAPS TO ANSWER QUESTIONS 10, 11, AND 12.


Broadway Ave
Park Avenue
State Avenue
28th St
29th St
30th St
31st St
32nd St
33rd St
34th St
35th St
36th St
Kerr Co.
Mtn Co.
Co.
Co.
Shen Co.
CANTON
Skyway Airport
Municipal Hospital
Shore Road
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
fairgrounds
20th St
25th St
30th St
35th St
40th St
CANTON
Broadway Ave
auditorium
Skyway Airport
hospital
canal
museum
Hep Park
GILA
RIVER
82
race track
0
2
miles
● Company Sites

Map B


10th St
15th St
17
20th St
25th St
30th St
35th St
40th St
canal
Skyway Airport
Norwalk
Broadway Ave
Gila River
Lincoln Dr
82
CANTON
45th St
50th St
Pine Ave
17
Brentwood
0
5
miles

Map C

10. Which direction do you go from the airport to the park?

A. northeast
B. northwest
C. southeast
D. southwest

11. How many miles is it from 35th Street to 50th Street?

A. ½
B. 1
C. 2
D. 5

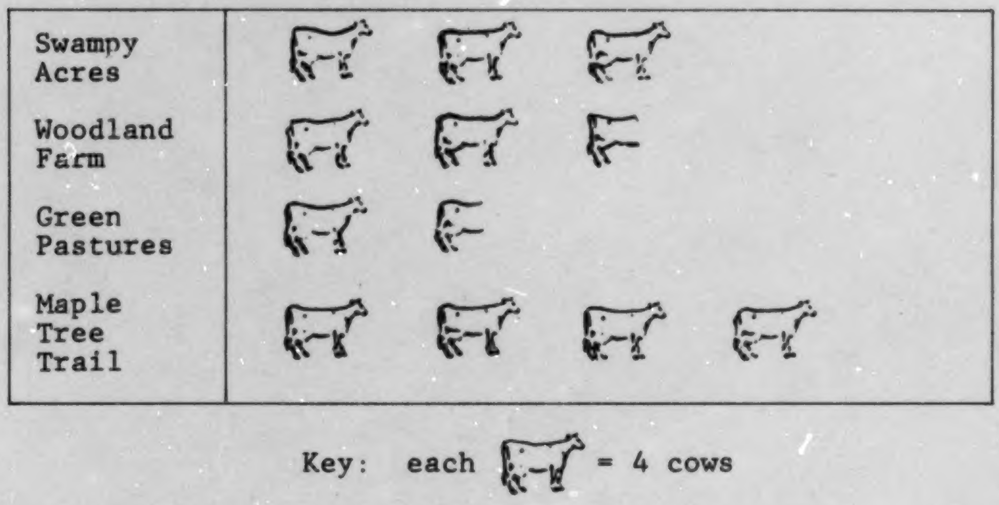
12. From which map can you name the company (Co.) closest to the airport?

A. A
B. B
C. C

go on to the next page

BEST COPY AVAILABLE

COWS FARMS BOUGHT



13. On the graph above, which farm bought 10 cows?

    A. Swampy Acres
    B. Woodland Farm
    C. Green Pastures
    D. Maple Tree Trail

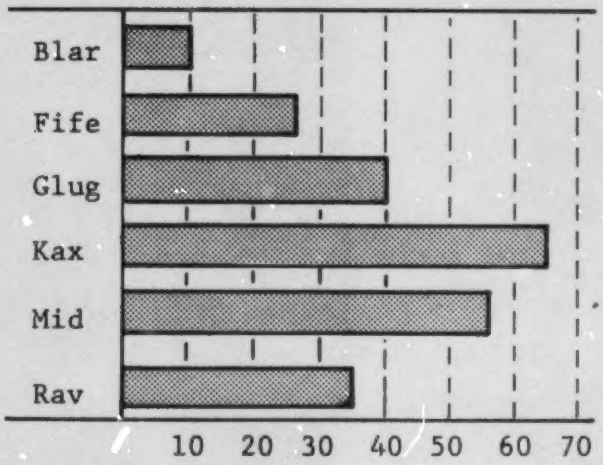
---

14. Use the graph at the right to answer this question:

    How many more stores were built in Kax than in Glug?

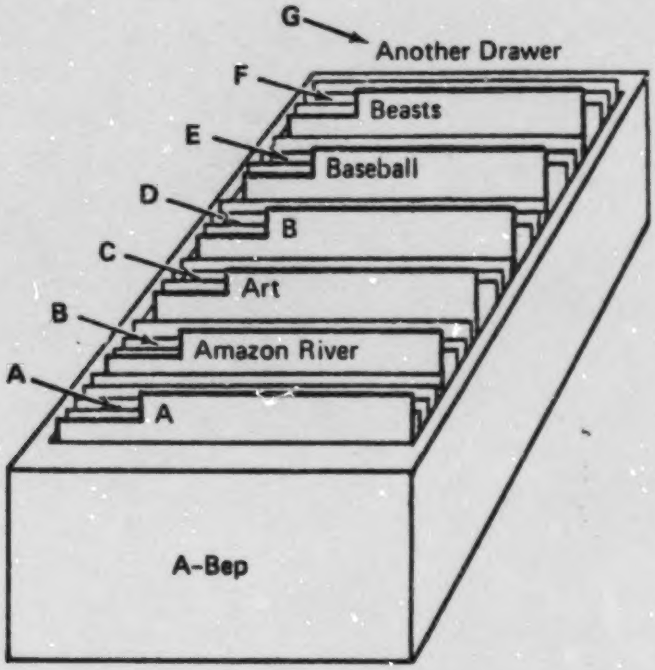
    A. 10
    B. 15
    C. 25
    D. 40
    E. 65

STORES BUILT IN CITIES



go on to the next page

15. Use the card catalog drawer below labeled A-Bep to show where you would find a card for the book The American Mother Goose.


G
Another Drawer
F
Beasts
E
Baseball
D
B
C
Art
B
Amazon River
A
A
A-Bep

16. Use the pronunciation key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

thermosiphon (thûr' mō si'fən)

A. deer
B. were
C. tub
D. use

PRONUNCIATION KEY

a – add
ā – āte
ä – fär
â – bâre
e – let
ē – shē
i – it
ī – īce

o – got
ō – sō
ou – house
oi – toy
ô – ôr
o͞o – co͞ol
o͝o – to͝ok
u – tug

û – fûr

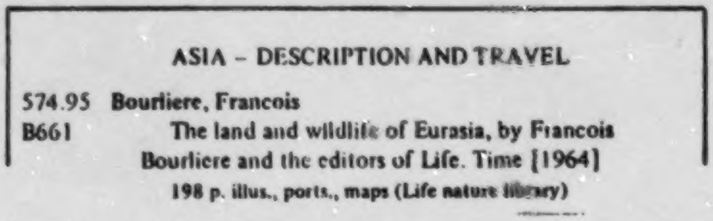
go on to the next page

17. Which of the four names would come first if they were card catalog titles?

    A. MacDowell, Edward
    B. Mc Donnell, Philip
    C. Mac Dowell, Edward Alexander
    D. McDonald, Flora

18. Use the catalog cards below to find the book that tells detailed facts about Asia's geography.

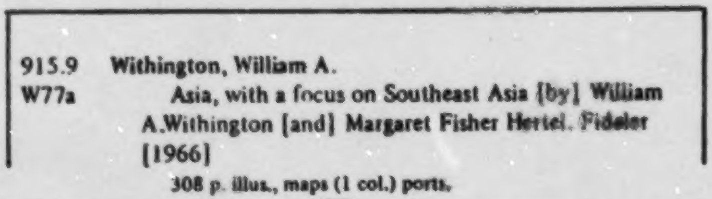
A



ASIA – DESCRIPTION AND TRAVEL

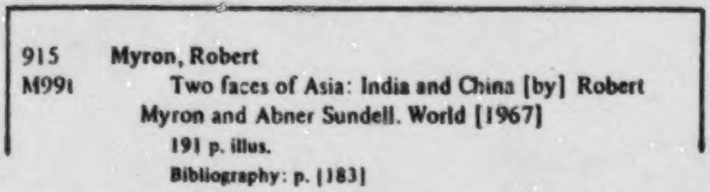
574.95 **Bourliere, Francois**
B661 The land and wildlife of Eurasia, by Francois Bourliere and the editors of Life. Time [1964]
198 p. illus., ports., maps (Life nature library)

B



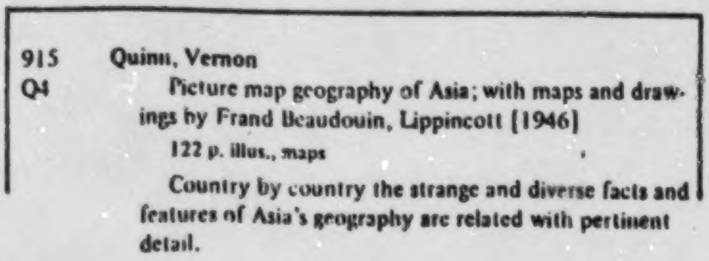
915.9 **Withington, William A.**
W77a Asia, with a focus on Southeast Asia [by] William A.Withington [and] Margaret Fisher Hertel. Fideler [1966]
308 p. illus., maps (1 col.) ports.

C



915 **Myron, Robert**
M99t Two faces of Asia: India and China [by] Robert Myron and Abner Sundell. World [1967]
191 p. illus.
Bibliography: p. [183]

D



915 **Quinn, Vernon**
Q4 Picture map geography of Asia; with maps and drawings by Frand Beaudouin, Lippincott [1946]
122 p. illus., maps
Country by country the strange and diverse facts and features of Asia's geography are related with pertinent detail.

go on to the next page

19. Pick the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The detective made a plaster cast of the track left by the man.

track (trăk) **1.** a print left by a foot, tire, etc. **2.** to leave marks or footprints on or with: *Boys* tracked *the fresh cement. The crowd* tracked *mud all over the vestibule.* **3.** trail of footprints, wheel marks, sparks, etc., left by a moving object: *The Indian scout followed the* tracks *of the wagon train.* **4.** to follow by sight or scent: *The hounds* tracked *the fox to its den.* **5.** path; road: *A wagon* track *leads across the field.* **6.** a specially prepared course used for races: *a race* track; *a cinder* track.

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

Stop

DIRECTIONS SHEET FOR ADMINISTERING READING INVENTORY 5F[1]

Materials for Testing

Each student will need:

- a Reading Inventory 5F booklet
- a Reading Inventory 5F answer sheet
- a sharpened No. 2 lead pencil with an eraser
- a cleared desk top or space to work
- a ruler

Each test administrator will need:

- this directions sheet
- a Reading Inventory 5F booklet for demonstration
- a Reading Inventory 5F answer sheet for demonstration
- extra sharpened No. 2 lead pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing
- extra rulers

Identification Information

Students should be directed to print the following information on the answer sheet: first and last name, school, and month of testing.

INTRODUCTION TO TEST

SAY: Read the directions on the cover of your booklet silently as I read them out loud.

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

Look at example X in the box. The word circus is divided into syllables in several different ways. Which answer choice shows circus divided correctly? [*Wait for a response.*] Choice B is correct. Find the answer space for example X on your answer sheet. [*Point.*] Mark your answer to example X by filling in the white box below choice B. [*Check to see that students are marking the answer correctly.*]

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Note: Students should be able to read and understand the directions and questions for all of the test items. You may answer questions about pronunciation except for test items 1 and 2.

---

[1] Revised November 1978.

5F

READING INVENTORY

ID ___ ___ ___

MONTH ____________

NAME ____________

SCHOOL ____________

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables and using references.

Mark all answers in your booklet by circling the letter for your choice. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn to page 1 and begin.

Phase IV
IGE Evaluation
October 1978

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Contract No. OB-NIE-G-78-0217

1. Some letters do not make sounds in a word. Mark each silent letter in the word gnome.

   A. g
   B. n
   C. o
   D. m
   E. e

2. Which syllable of birthday has the accent, the first syllable or the second syllable? Mark the answer choice that shows the accent on the correct syllable.

   A. birth´ day
   B. birth day´

3. Add one of the suffixes below to the word explain to make it fit into this sentence:

   Judy gave a long __________ for why her work was late.

   A. -ation: the act of, condition of being, result of
   B. -en: to make or become, to get or give, made of
   C. -ity: condition or quality
   D. -or: a person or thing that

go on to the next page

4. Read the sentence in (1) and decide what the underlined nonsense word stands for. Then look at the unfinished sentence in (2) and select the one answer choice you think best completes the sentence. (The nonsense word has the same meaning in both sets of sentences.)

   (1) Because the contents of her brother's envelope were pov, Marni did not try to read the letter inside.

   (2) Jody had a pov conversation with his teacher at school. They talked

   A. with Jody's friends
   B. alone just between themselves
   C. in Jody's home with his family
   D. over lunch in the busy cafeteria

5. Does sentence (2) mean the same thing as sentence (1)?

   (1) Although Karen usually likes to walk across town to school, it was so chilly yesterday that her mother drove her to school.

   (2) Because Karen enjoys walking to class in the cold, she refused her mother's offer to take her to school.

   A. yes
   B. no

6. Which answer choice best describes what the whole passage it about?

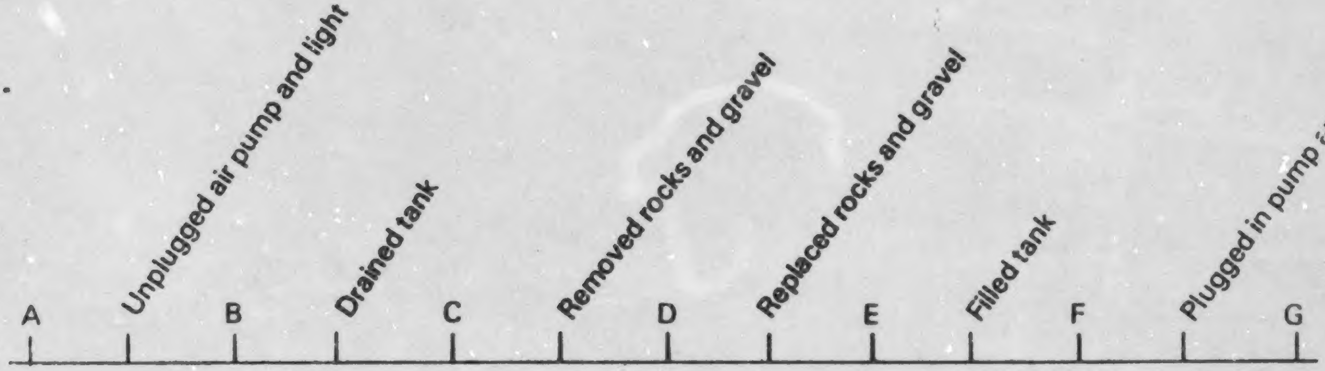
   Most desert people wear white wool robes. These robes fit very loosely to keep the people cool in the day and warm at night. The dark clothes we sometimes wear would be too warm. Nights in the desert can get quite cold. Many desert people wear head coverings made of long white cloths. They also tie a cloth around their faces to protect their ears, eyes, nose, and mouth from the hot sand. Because of cold weather, some of us cannot wear sandals all year as these people do.

   A. Many desert people wear head coverings.
   B. The clothes people wear in desert lands are very different from ours.
   C. The robes desert people wear fit very loosely.
   D. Nights in the desert are quite cold.

go on to the next page

7. Look at the timeline and decide when the event written below would have occurred. Answer choices are the letters on the timeline.

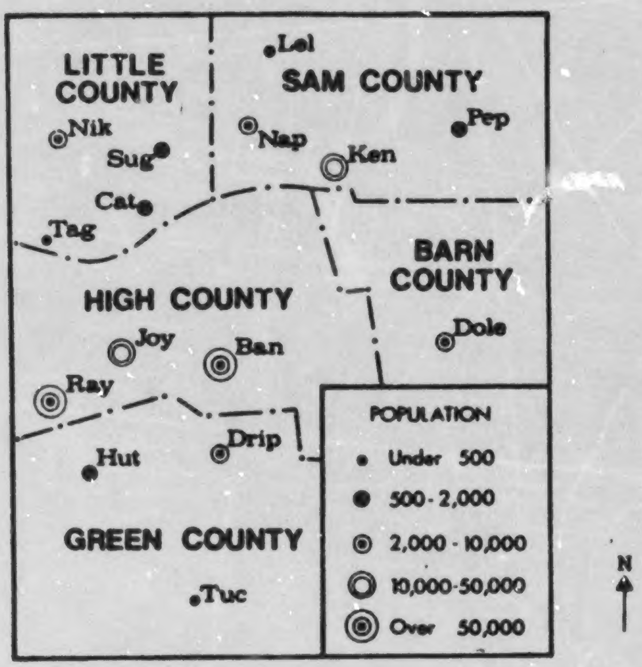
Cleaning an Aquarium


A
Unplugged air pump and light
B
Drained tank
C
Removed rocks and gravel
D
Replaced rocks and gravel
E
Filled tank
F
Plugged in pump and light
G

He scrubbed the empty tank and carefully cleaned off the larger stones.

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


LITTLE COUNTY
SAM COUNTY
BARN COUNTY
HIGH COUNTY
GREEN COUNTY
Lel
Nik
Sug
Cat
Tag
Nap
Ken
Pep
Joy
Ban
Ray
Dole
Drip
Hut
Tuc
POPULATION
Under 500
500-2,000
2,000-10,000
10,000-50,000
Over 50,000
N

8. A city in Little County has 3,456 people. Which city is this?

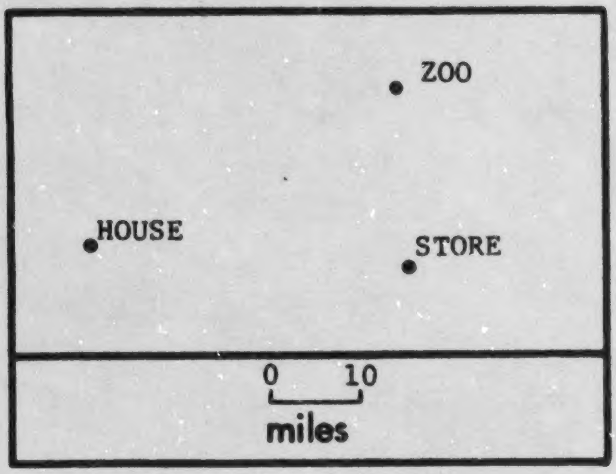
   A. Cat
   B. Sug
   C. Tag
   D. Nik

9. In which direction do you go from Hut to Pep?

   A. northeast
   B. northwest
   C. southeast
   D. southwest

go on to the next page

USE THIS MAP TO ANSWER QUESTION 10.



10. Joan went from the zoo to the house. How far did she go?

A. 4 miles
B. 8 miles
C. 10 miles
D. 40 miles

11. Use the Pronunciation Key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

imbroglio (im brōl' yō)

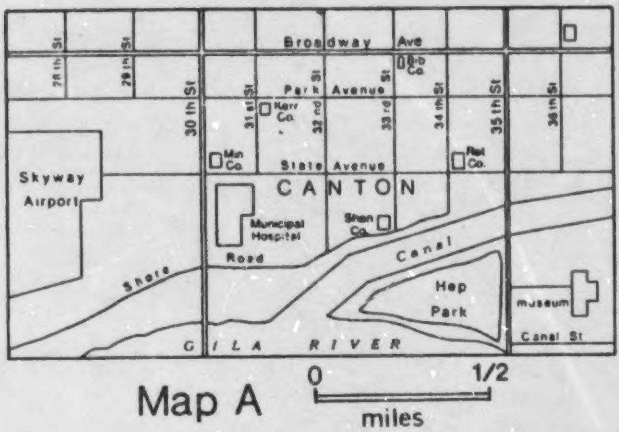
A. trim
B. dime
C. sign
D. climb

PRONUNCIATION KEY

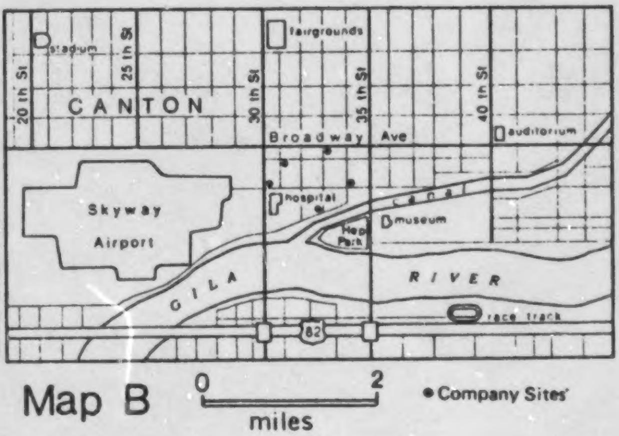
a – add
ā – āte
ä – fär
â – bâre
e – let
ē – shē
i – it
ī – īce
o – got
ō – sō
ou – house
oi – toy
ô – ôr
o͞o – co͞ol
o͝o – to͝ok
u – tug
û – fûr

go on to the next page

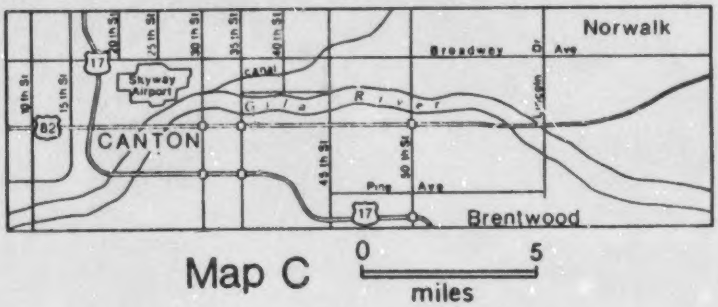
USE THESE MAPS TO ANSWER QUESTION 12.


Broadway Ave
28th St
29th St
30th St
31st St
32nd St
33rd St
34th St
35th St
36th St
Park Avenue
Bib Co.
Kerr Co.
Min Co.
State Avenue
Rel Co.
Skyway Airport
CANTON
Municipal Hospital
Shen Co.
Road
Shore
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
20th St
25th St
CANTON
fairgrounds
30th St
35th St
40th St
Broadway Ave
auditorium
Skyway Airport
hospital
Canal
Hep Park
museum
GILA
RIVER
race track
82
0
2
miles
• Company Sites

Map B


17
20th St
25th St
30th St
35th St
40th St
Skyway Airport
canal
10th St
15th St
82
Gila River
CANTON
45th St
50th St
Pine Ave
17
Broadway Ave
Lincoln Dr
Norwalk
Brentwood
0
5
miles

Map C

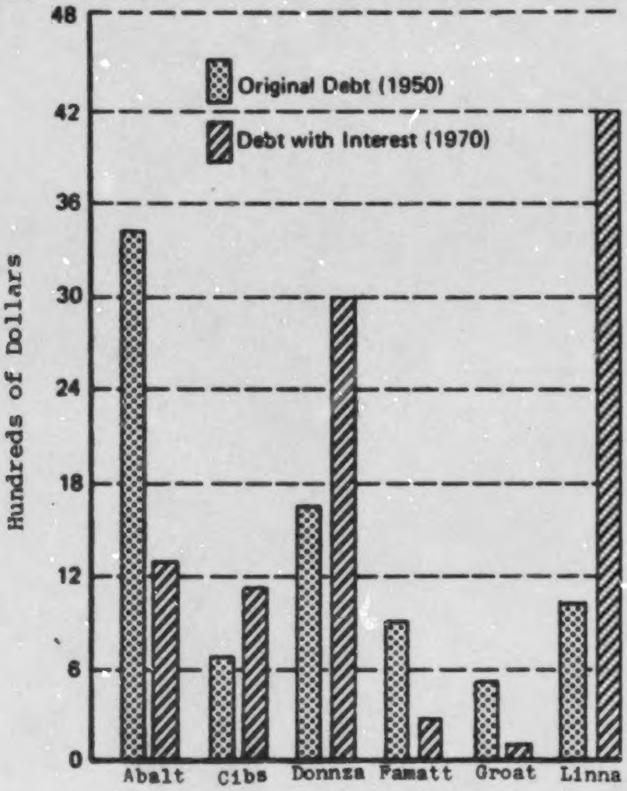
12. On which map(s) is the location of the hospital shown in relation to the Gila River?

A. A only
B. B only
C. C only
D. A and B
E. B and C
F. A, B, and C

go on to the next page

USE THIS GRAPH TO ANSWER QUESTION 13.

TAXES CITIES OWE THE GOVERNMENT OF BLARNEY



13. How many hundreds of dollars did Abalt and Cibs together owe in 1970?

A. 7
B. 11
C. 13
D. 24
E. 34

go on to the next page

USE THIS TABLE TO ANSWER QUESTION 14.

Desserts People Sold at Bake Sales

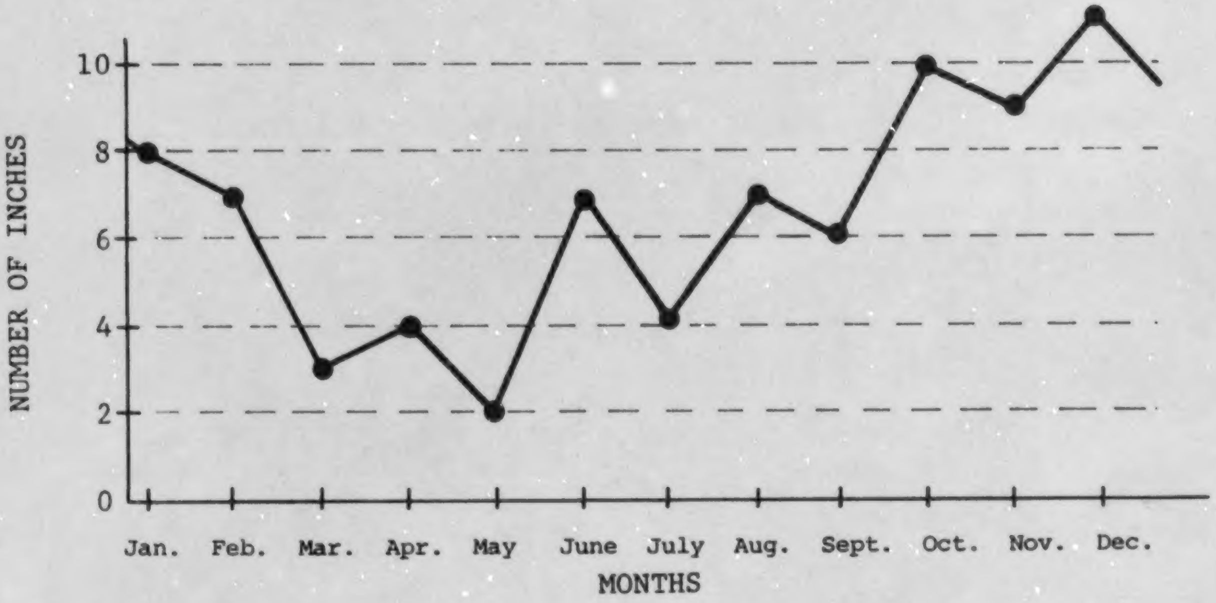
People	Dozens of Desserts				Total
	Cookies	Cakes	Pies	Rolls	
Ann	2	1	2	5	10
Beth	2	0	0	3	5
Joe	1	3	2	1	7
Kari	0	1	1	3	5
Sam	3	0	2	4	9
Tim	4	0	3	3	10
Total	12	5	10	19	46

14. Sam sold three times as many desserts altogether as he sold

A. cookies
B. cakes
C. pies
D. rolls

USE THIS GRAPH TO ANSWER QUESTIONS 15 AND 16.

AVERAGE MONTHLY RAINFALL IN CALOR



15. In which month were there 9 inches of rain?

    A. January
    B. October
    C. November
    D. December

16. In which month was there half as much rain as there was in September?

    A. March
    B. April
    C. May
    D. July

go on to the next page

17. Use the index below to decide which page or pages tell about this topic:

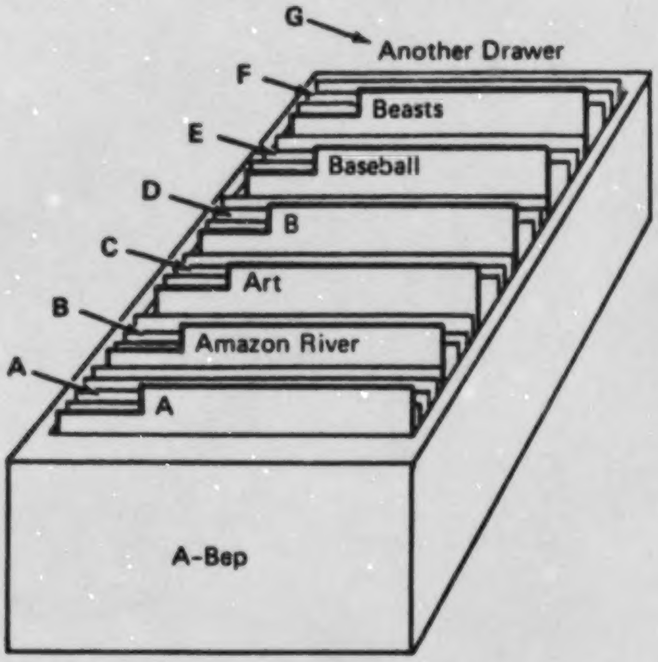
Some experiments with making electric circuits

A. pages 15, 19, 24, and others
B. page 41
C. pages 44-45
D. page 46
E. probably not in this book

Copyrighted index deleted

18. Use the card catalog drawer below labeled A-Bep to show where you would find a card for the book:

An Eye for Elephants


G
Another Drawer
F
Beasts
E
Baseball
D
B
C
Art
B
Amazon River
A
A
A-Bep

go on to the next page

Book A ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

Facts About Alaska	
Population	226,000
Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
Winter	-9° F
Summer	55° F

Products	**Dollar Value per Year**
Oil	100,000,000
Processing	91,000,000
Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

About Alaska		
Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	**Yearly Dollar Value**
Animal Skins	6,000,000
Fish	57,000,000
Gold	30,000,000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

19. Check the facts about Alaska given in Book A and Book B above. How do the books answer this question:

How many people in Alaska have jobs?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

go on to the next page

USE THIS STORY AND OUTLINE TO ANSWER QUESTION 20.

How to Build a Terrarium

A terrarium is a tiny garden under glass. It can be made from any kind of glass bottle or goldfish bowl large enough to put your hand into. All that is needed is a little gravel, sand, rich soil, and something to plant.

To start to build a terrarium, first put a layer of gravel on the bottom of the container. Next put a layer of sand over the gravel. Finally add a layer of soil deep enough to allow the plants to grow.

Now the terrarium is ready for planting. Good plants to use are moss, ferns, or small pine trees, all of which grow well in a terrarium. Seeds can also be planted. Some good ones to try are orange or grapefruit seeds.

After planting the garden, water it. Then put a cover on the terrarium. If there is no cover, use plastic wrap to seal the top. Place the terrarium in a well-lighted place, but not in direct sunlight. The terrarium will never need to be watered again because none of the water will evaporate.

I. Materials needed
    A.
    B. Gravel
    C.
    D. Soil
    E.

II. Steps in building
    A. Put in gravel layer
    B.
    C.

III. Plants to use
    A. Moss
    B.
    C.

IV. Seeds to use
    A.
    B. Grapefruit

V. After planting
    A.
    B.
    C. Place in well-lighted place

20. Which subtopic goes under the main topic II. Steps in building?

A. Mix the sand and gravel
B. Water plants
C. Cover the terrarium
D. Plant seeds and ferns
E. Put in sand layer

Stop

5F

READING INVENTORY

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

X. circus
A. ci- rcus
B. cir- cus
C. circ- us
D. circus

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you *think* is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Phase IV
IGE Evaluation
November 1978

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Center Contract No. OB-NIE-G-78-0217

1. Some letters do not make sounds in a word. Fill in the box below each silent letter in the word gnome.

2. Which syllable of birthday has the accent, the first syllable or the second syllable? Fill in the box below the answer choice that shows the accent on the correct syllable.

   A. birth´ day
   B. birth day´

3. Add one of the suffixes below to the word explain to make it fit into this sentence:

   Judy gave a long ________________ for why her work was late.

   A. -ation: the act of, condition of being, result of
   B. -en: to make or become, to get or give, made of
   C. -ity: condition or quality
   D. -or: a person or thing that

go on to the next page

4. Read the sentence in (1) and decide what the underlined nonsense word stands for. Then look at the unfinished sentence in (2) and select the one answer choice you think best completes the sentence. (The nonsense word has the same meaning in both sets of sentences.)

(1) Because the contents of her brother's envelope were pov, Marni did not try to read the letter inside.

(2) Jody had a pov conversation with his teacher at school. They talked

A. with Jody's friends
B. alone just between themselves
C. in Jody's home with his family
D. over lunch in the busy cafeteria

5. Does sentence (2) mean the same thing as sentence (1)?

(1) Although Karen usually likes to walk across town to school, it was so chilly yesterday that her mother drove her to school.

(2) Because Karen enjoys walking to class in the cold, she refused her mother's offer to take her to school.

A. yes
B. no

6. Which answer choice best describes what the whole passage is about?

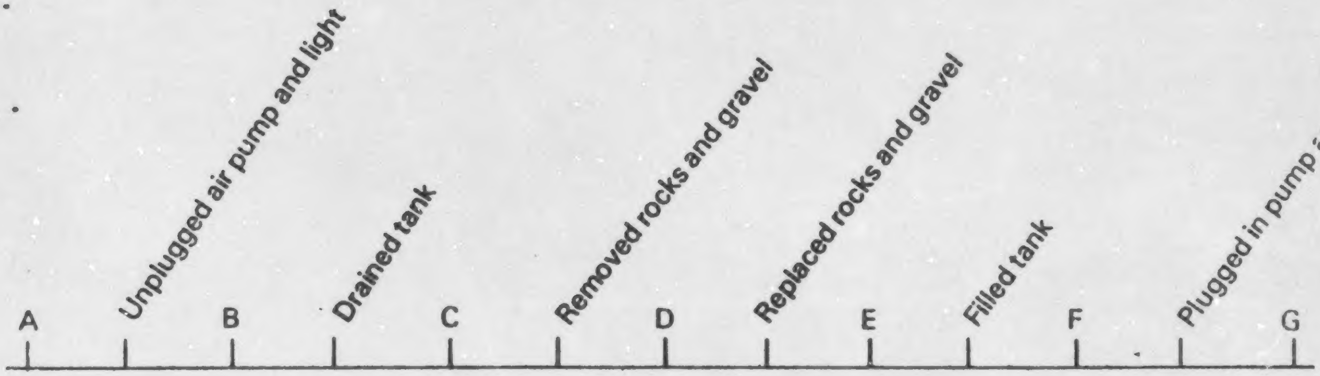
Most desert people wear white wool robes. These robes fit very loosely to keep the people cool in the day and warm at night. The dark clothes we sometimes wear would be too warm. Nights in the desert can get quite cold. Many desert people wear head coverings made of long white cloths. They also tie a cloth around their faces to protect their ears, eyes, nose, and mouth from the hot sand. Because of cold weather, some of us cannot wear sandals all year as these people do.

A. Many desert people wear head coverings.
B. The clothes people wear in desert lands are very different from ours.
C. The robes desert people wear fit very loosely.
D. Nights in the desert are quite cold.

go on to the next page

7. Look at the timeline and decide when the event written below would have occurred. Answer choices are the letters on the timeline.

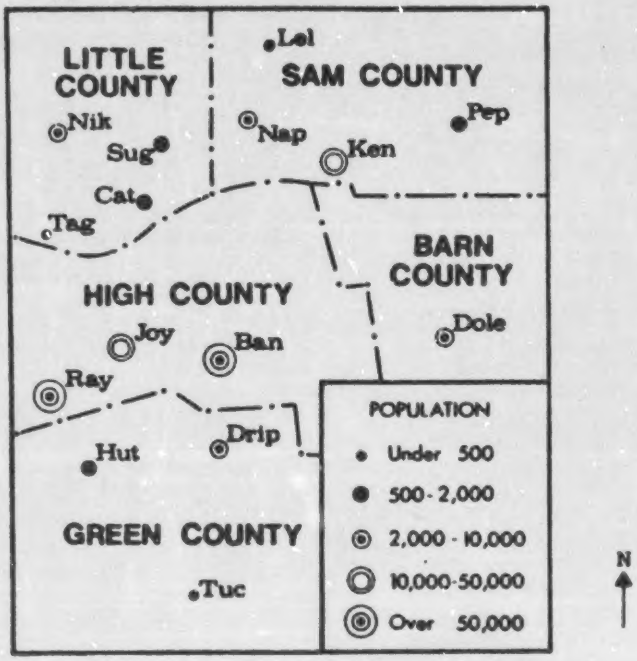
Cleaning an Aquarium


A
Unplugged air pump and light
B
Drained tank
C
Removed rocks and gravel
D
Replaced rocks and gravel
E
Filled tank
F
Plugged in pump and light
G

He carefully cleaned off the stones and scrubbed the empty tank.

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


LITTLE COUNTY
SAM COUNTY
HIGH COUNTY
BARN COUNTY
GREEN COUNTY
Lel
Pep
Nik
Sug
Nap
Ken
Cat
Tag
Joy
Ban
Ray
Dole
Hut
Drip
Tuc
POPULATION
Under 500
500-2,000
2,000-10,000
10,000-50,000
Over 50,000
N

8. A city in Little County has 3,456 people. Which city is this?

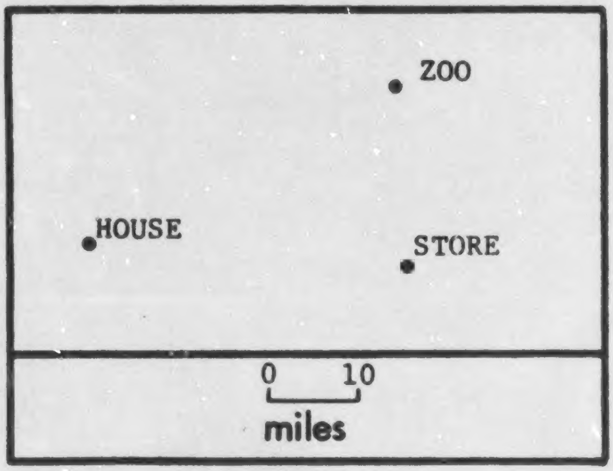
   A. Cat
   B. Sug
   C. Tag
   D. Nik

9. In which direction do you go from Hut to Pep?

   A. northeast
   B. northwest
   C. southeast
   D. southwest

go on to the next page

USE THIS MAP TO ANSWER QUESTION 10.



10. Joan went from the zoo to the house. How far did she go?

A. 4 miles
B. 8 miles
C. 10 miles
D. 40 miles

11. Use the Pronunciation Key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

imbroglio (im brōl' yö)

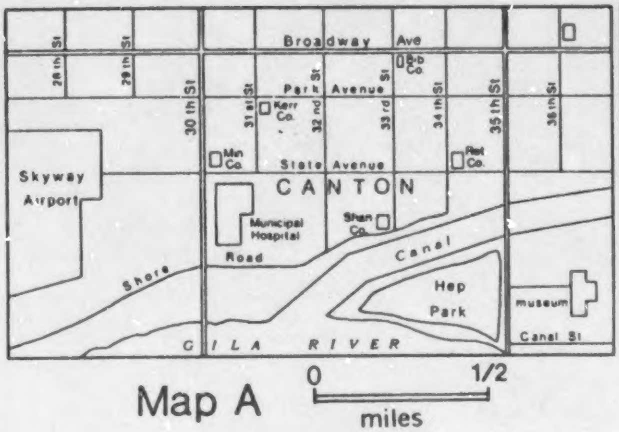
A. trim
B. dime
C. sign
D. climb

PRONUNCIATION KEY

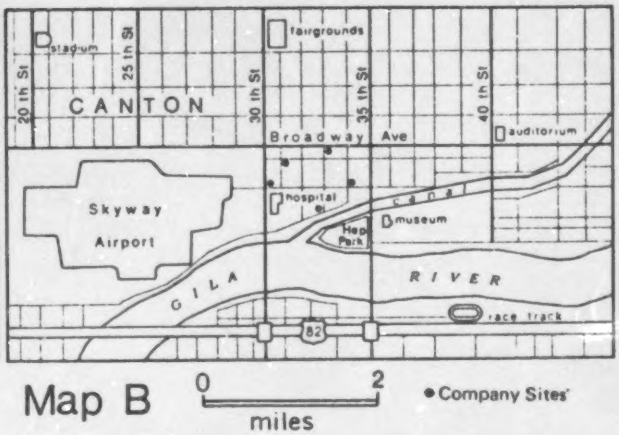
a – add	o – got
ā – āte	ō – sō
ä – fär	ou – house
â – bâre	oi – toy
e – let	ô – ôr
ē – shē	o͞o – co͞ol
i – it	o͝o – to͝ok
ī – īce	u – tug
û – fûr	

go on to the next page

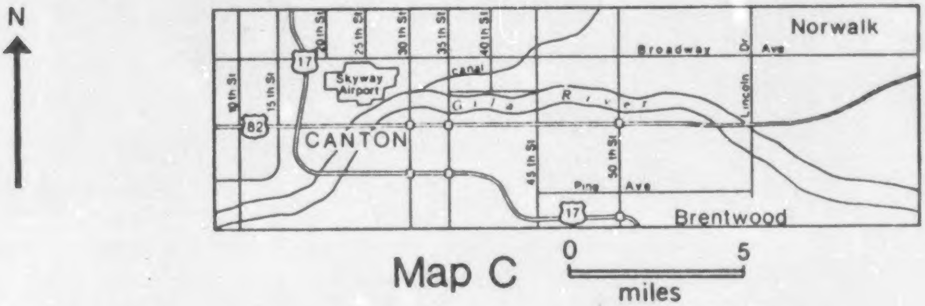
USE THESE MAPS TO ANSWER QUESTION 12.


Broadway Ave
28 th St
29 th St
30 th St
31 st St
32 nd St
33 rd St
34 th St
35 th St
36 th St
Park Avenue
Bb Co.
Kerr Co.
Min Co.
State Avenue
Ret Co.
Skyway Airport
CANTON
Municipal Hospital
Shan Co.
Shore Road
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
fairgrounds
20 th St
25 th St
30 th St
35 th St
40 th St
CANTON
Broadway Ave
auditorium
Skyway Airport
hospital
Canal
Hep Park
museum
GILA
RIVER
82
race track
0
2
miles
● Company Sites

Map B


N
10th St
15th St
20th St
25th St
30th St
35th St
40th St
17
Skyway Airport
canal
Gila River
82
CANTON
Broadway Ave
Norwalk
Lincoln
45 th St
50 th St
Ping Ave
17
Brentwood
0
5
miles

Map C

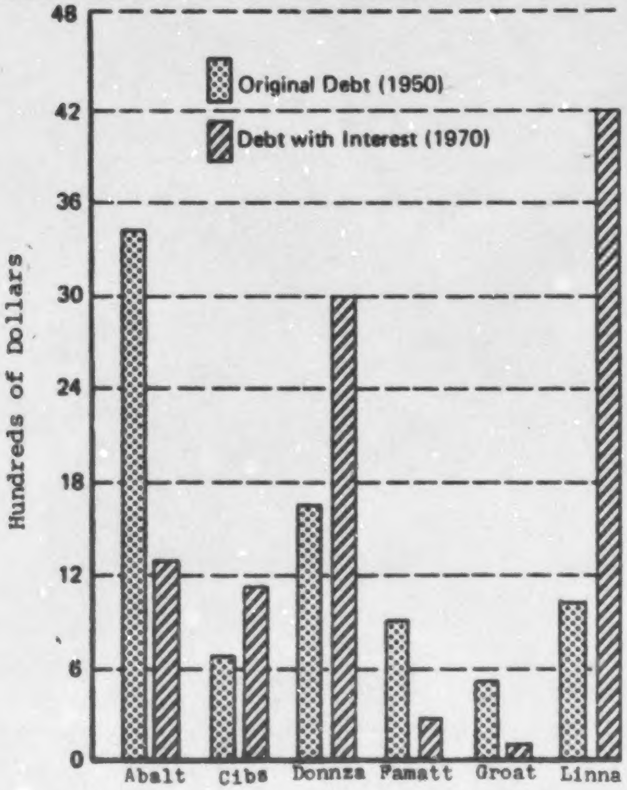
12. On which map(s) is the location of the hospital shown in relation to the Gila River?

A. A only
B. B only
C. C only
D. A and B
E. B and C
F. A, B, and C

go on to the next page

USE THIS GRAPH TO ANSWER QUESTION 13.

TAXES CITIES OWE THE GOVERNMENT OF BLARNEY



13. How many hundreds of dollars did Abalt and Cibs together owe in 1970?

A. 7
B. 11
C. 13
D. 24
E. 34

go on to the next page

USE THIS TABLE TO ANSWER QUESTION 14.

Desserts People Sold at Bake Sales

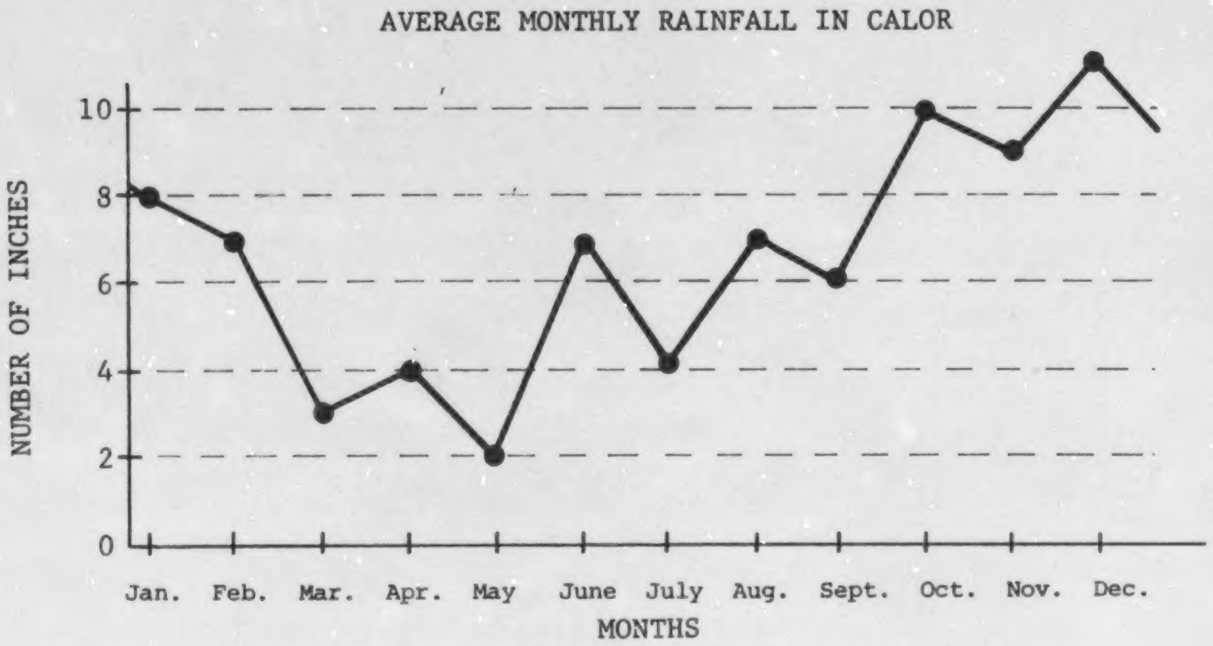
People	Dozens of Desserts				Total
	Cookies	Cakes	Pies	Rolls	
Ann	2	1	2	5	10
Beth	2	0	0	3	5
Joe	1	3	2	1	7
Kari	0	1	1	3	5
Sam	3	0	2	4	9
Tim	4	0	3	3	10
Total	12	5	10	19	46

14. Sam sold three times as many desserts altogether as he sold

A. cookies
B. cakes
C. pies
D. rolls

go on to the next page

USE THIS GRAPH TO ANSWER QUESTIONS 15 AND 16.



15. In which month were there 9 inches of rain?

    A. January
    B. October
    C. November
    D. December

16. In which month was there half as much rain as there was in September?

    A. March
    B. April
    C. May
    D. July

go on to the next page

17. Use the index below to decide which page or pages tell about this topic:

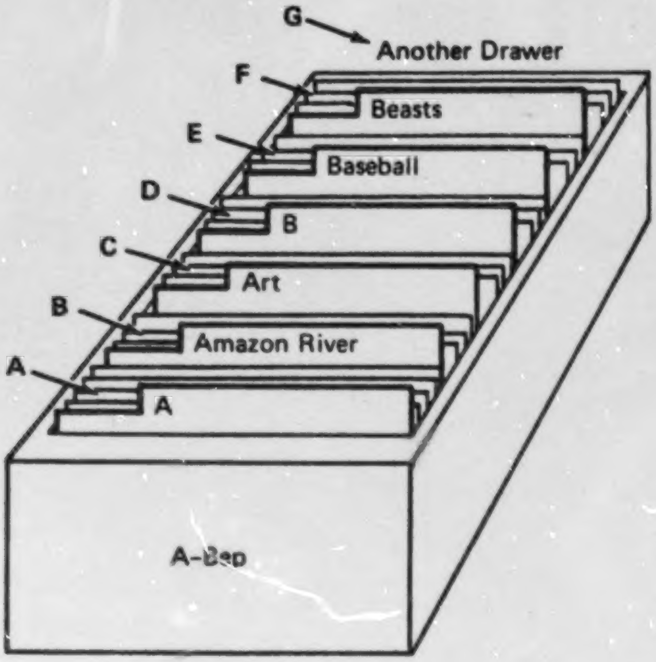
how light bulbs operate

A. pages 8-9, 45-58, 60-62
B. pages 25, 26, 29
C. page 49
D. pages 49-50, 51, 52, 53
E. probably not in this book

Copyrighted index deleted

18. Use the card catalog drawer below labeled A-Bep to show where you would find a card for the book:

An Eye for Elephants


G
Another Drawer
F
Beasts
E
Baseball
D
B
C
Art
B
Amazon River
A
A
A-Bep

go on to the next page

19. Check the facts about Alaska given in Book A and Book B below. How do the books answer this question:

How many people in Alaska have jobs?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

Book A ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

Facts About Alaska	
Population	226,000
Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
Winter	-9° F
Sun[illegible]	55° F

Products	**Dollar Value per Year**
Oil	100,000,000
Processing	91,000,000
Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

About Alaska		
Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	**Yearly Dollar Value**
Animal Skins	6,000,000
Fish	57,000,000
Gold	30,000,000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

go on to the next page

USE THIS STORY AND OUTLINE TO ANSWER QUESTION 20.

How to Build a Terrarium

A terrarium is a tiny garden under glass. It can be made from any kind of glass bottle or goldfish bowl large enough to put your hand into. All that is needed is a little gravel, sand, rich soil, and something to plant.

To start to build a terrarium, first put a layer of gravel on the bottom of the container. Next put a layer of sand over the gravel. Finally add a layer of soil deep enough to allow the plants to grow.

Now the terrarium is ready for planting. Good plants to use are moss, ferns, or small pine trees, all of which grow well in a terrarium. Seeds can also be planted. Some good ones to try are orange or grapefruit seeds.

After planting the garden, water it. Then put a cover on the terrarium. If there is no cover, use plastic wrap to seal the top. Place the terrarium in a well-lighted place, but not in direct sunlight. The terrarium will never need to be watered again because none of the water will evaporate.

I. Materials needed
    A.
    B. Gravel
    C.
    D. Soil
    E.

II. Steps in building
    A. Put in gravel layer
    B.
    C.

III. Plants to use
    A. Moss
    B.
    C.

IV. Seeds to use
    A.
    B. Grapefruit

V. After planting
    A.
    B.
    C. Place in well-lighted place

20. Which subtopic goes under the main topic *II. Steps in building?*

A. Mix the sand and gravel
B. Water plants
C. Cover the terrarium
D. Plant seeds and ferns
E. Put in sand layer

Stop

DIRECTIONS SHEET FOR ADMINISTERING READING INVENTORY 5G[1]

Materials for Testing

Each student will need:

- a Reading Inventory 5G booklet
- a Reading Inventory 5G answer sheet
- a sharpened No. 2 lead pencil with an eraser
- a cleared desk top or space to work

Each test administrator will need:

- this directions sheet
- a Reading Inventory 5G booklet for demonstration
- a Reading Inventory 5G answer sheet for demonstration
- extra sharpened No. 2 lead pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing

Identification Information

Students should be directed to print the following information on the answer sheet: first and last name, school, and month of testing.

INTRODUCTION TO TEST

SAY: Read the directions on the cover of your booklet silently as I read them out loud.

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

Look at example X in the box. The word circus is divided into syllables in several different ways. Which answer choice shows circus divided correctly? [*Wait for a response.*] Choice B is correct. Find the answer space for example X on your answer sheet. [*Point.*] Mark your answer to example X by filling in the white box below choice B. [*Check to see that students are marking the answer correctly.*]

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Note: Students should be able to read and understand the directions and questions for all of the test items. You may answer questions about pronunciation except for test item 1.

---

[1] Revised November 1978.

5G

READING INVENTORY

ID ___ ___ ___

MONTH ____________________

NAME ____________________ SCHOOL ____________________

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables and using references.

Mark all answers in your booklet by circling the letter for your choice. When you're not sure of an answer, mark the answer you *think* is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn to page 1 and begin.

Phase IV
IGE Evaluation
October 1978

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Contract No. OB-NIE-G-78-0217

1. Which syllable of puppy has the accent, the first syllable or the second syllable? Mark the answer choice that shows the accent on the correct syllable.

   A. pup´ py
   B. pup py´

2. Which word in the sentence below tells that something belongs to someone or something?

   The bird thinks it's time to eat his worms.

   A. it's
   B. his
   C. worms
   D. none

3. Add one of the suffixes below to the word organize to make it fit into this sentence:

   Mrs. Jones will do a good job as the ______ of the cookie sale.

   A. -al: of, like, or suitable for; the act or process of
   B. -er: a person or thing that; a person living in; a person having to do with; more
   C. -ive: of or having to do with; likely to; given to
   D. -ure: act or result; condition of being; a thing or group that

4. Does sentence (2) mean the same thing as sentence (1)?

   (1) Using three bright constellations as a guide to his campsite, John found his way through the dark rocky canyon that lay between two steep mountains.

   (2) John didn't get lost in the rough country below two mountains since he knew how to get his directions from several groups of stars.

   A. yes
   B. no

go on to the next page

5. Which answer choice best describes what the whole passage is about?

One type of cloud is thin, white, and filmy and is made of ice crystals. Another type of cloud is big, white, and puffy and appears when the weather is fair. When this cloud turns black, we know that there might be a thunderstorm. Thunderstorms bring lightning and rain. A still different kind of cloud has no exact form and usually covers the whole sky. This cloud is seen most often in the winter. Winter brings cold weather. Another cloud is a thick, gray cloud that may bring rain or snow.

A. One type of cloud is made of ice crystals.
B. Some clouds bring thunderstorms.
C. Rain and snow might come from thick, gray clouds.
D. There are different kinds of clouds.

6. Use the information in the paragraph to decide whether the sentence below it is right or wrong.

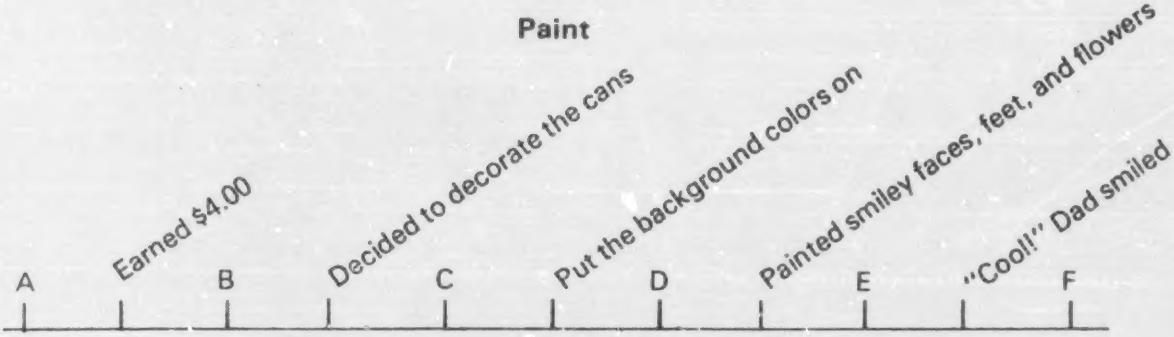
There are many different kinds of fruits. Fruits are formed from the part of the plant that makes the seeds. In some fruits the seed is inside a pit. The pit forms from the inside layer while the part we eat covers the pit. These fruits are called drupes. A peach is a drupe. An olive is a fruit that has a pit. We eat the outer layer of the olive. Another kind of fruit has a core like an apple where small seeds are stored. We eat the food found around the core. Apples and these kinds of fruits are called pomes. Another kind of fruit is the berry. In this kind of fruit, the seeds are found throughout the fleshy material which we eat. Tomatoes and watermelons are berries.

An olive is a pome.

A. right
B. wrong

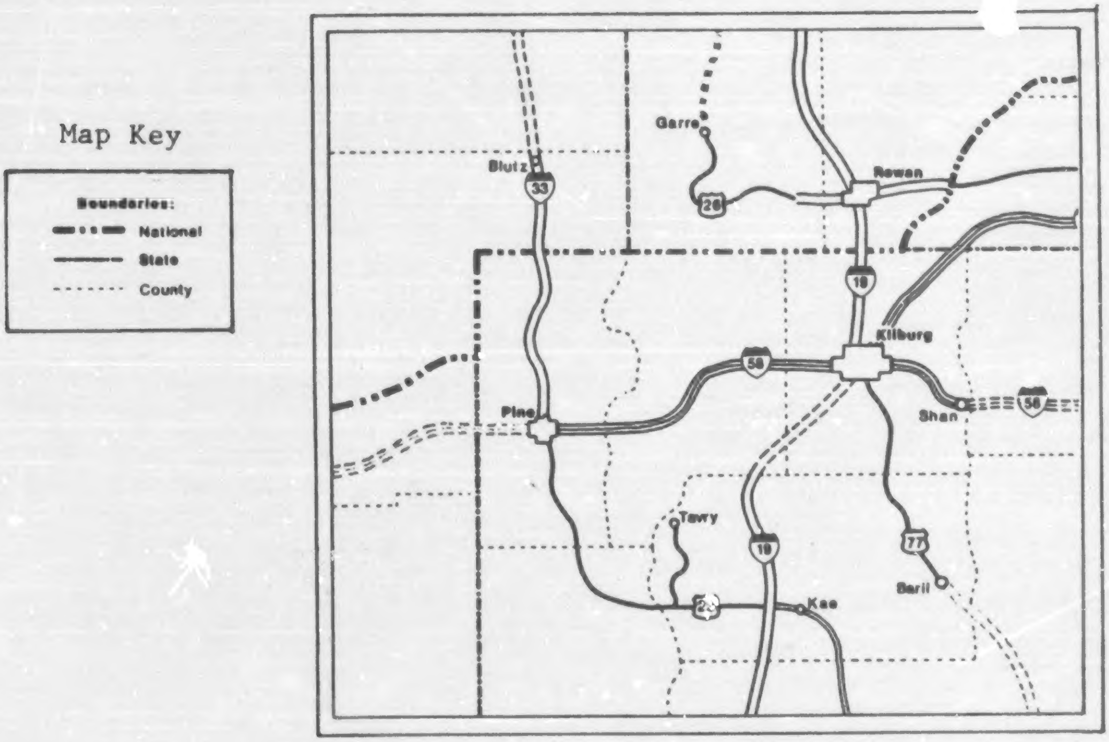
go on to the next page

7. Look at the timeline and decide when the event written below would have occurred. Answer choices are the letters on the timeline.


Paint
A
Earned $4.00
B
Decided to decorate the cans
C
Put the background colors on
D
Painted smiley faces, feet, and flowers
E
"Cool!" Dad smiled
F

They walked to the hardware store and bought a couple of quart cans of paint--one of blue and one of green. With wild schemes in their minds, they also bought some smaller cans of yellow, red, and orange.

go on to the next page


Map Key
Boundaries:
National
State
County
Blutz
33
Garre
26
Rowan
19
Kilburg
56
Pine
Shan
56
Tavry
19
77
Baril
28
Kee

8. On the map above, Baril and Tavry are in the same

A. country only
B. country and state only
C. country, state, and county

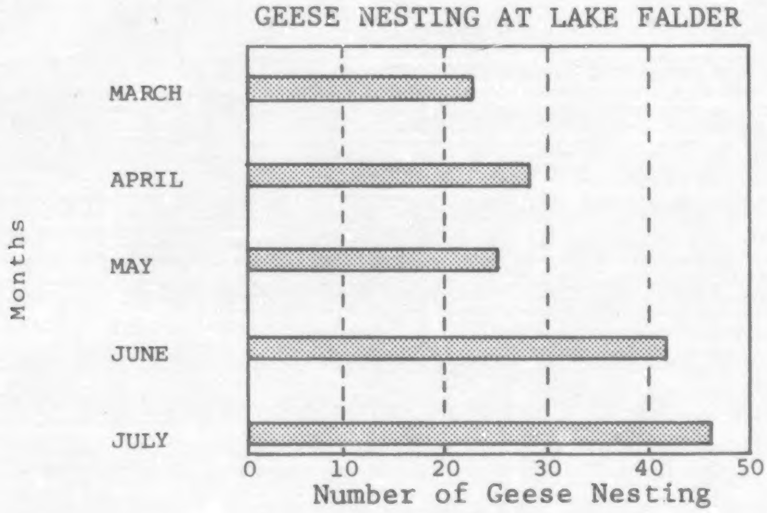
---

9. Which of the four titles would come first if they were catalog cards?

A. Stamp Collector's Guide
B. St. Patrick's Day
C. St. Valentine's Day
D. Strange Disappearance of Arthur Cluck

go on to the next page

USE THIS GRAPH TO ANSWER QUESTIONS 10 AND 11.



10. How many geese were nesting in April?

A. 22
B. 25
C. 28
D. 38

11. How many more geese nested in July than in May?

A. 2
B. 8
C. 10
D. 20
E. 25

---

12. Use the pronunciation key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

soiree (swä rā')

A. soil
B. cup
C. farm
D. stair

PRONUNCIATION KEY

a – add
ā – āte
ä – fär
â – bâre
e – let
ē – shē
i – it
ī – īce

o – got
ō – sō
ou – house
oi – toy
ô – ôr
o͞o – co͞ol
o͝o – to͝ok
u – tug

û – fûr

go on to the next page

USE THIS TABLE TO ANSWER QUESTION 13.

Cars Sold in Greenfield
(Hundreds of Cars)

Kinds	Years							Total
	1967	1968	1969	1970	1971	1972	1973	
Dodge	2	1	1	4	3	6	3	20
Ford	5	4	6	3	3	3	4	28
Jeep	3	1	2	2	1	1	0	10
Pontiac	4	3	2	5	5	2	3	24
Volkswagen	2	1	1	2	0	3	2	11
Total	16	10	12	16	12	15	12	93

13. Altogether there were half as many Jeeps sold as

A. Dodges
B. Fords
C. Pontiacs
D. Volkswagons

---

14. Pick the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The taffy made the little boy's teeth stick together.

stick (stik) 1. to push something sharp or pointed into; pierce: *The nurse* stuck *me with a needle.* 2. to attach; fasten: *to* stick *a notice on a bulletin board.* 3. to stay or hold together: *This glue will make anything* stick. 4. to have the point embedded: *The splinter* stuck *in his arm for a week.* 5. to put (something) in a place: *Please* stick *this book in the drawer. Don't* stick *your head out of the window!* 6. to be caught so that it does not work; to be or become stuck: *The door* sticks *because it is warped.*

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

go on to the next page

15. Use the index page below to decide which page or pages tell about this topic:

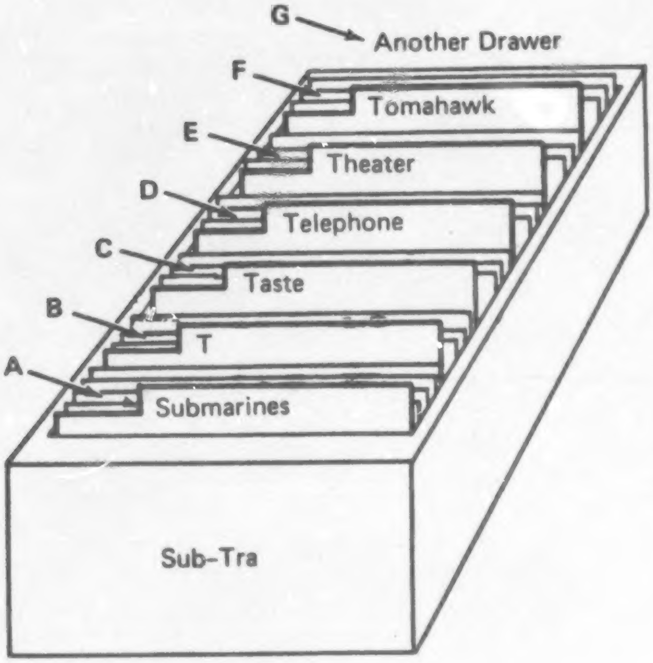
masked dancers at the girl's feast

A. pages 77-105
B. pages 97-103
C. page 99*
D. pages 101-2
E. probably not in this book

Copyrighted index deleted

16. Use the card catalog drawer below labeled Sub-Tra to show where you would find a card for the book:

The Totem Casts a Shadow


G
Another Drawer
F
Tomahawk
E
Theater
D
Telephone
C
Taste
B
T
A
Submarines
Sub-Tra

go on to the next page

Book A ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

Facts About Alaska	
Population	226,000
Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
Winter	-9° F
Summer	55° F

Products	Dollar Value per Year
Oil	100,000,000
Processing	91,000,000
Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

About Alaska		
Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	Yearly Dollar Value
Animal Skins	6,000,000
Fish	57,000,000
Gold	30,000,000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

17. Check the facts about Alaska given in Book A and Book B above. How do the books answer this question:

How much money is gold worth each year?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

go on to the next page

USE THIS STORY AND OUTLINE TO ANSWER THE QUESTION BELOW.

Australia and the United States

Australia has many things in common with the United States. Both countries are about the same size, and both were colonized by the British. So both countries share a common ancestry and speak the same English language.

But in other ways Australia is very different from the United States. Australia is a large island and a whole continent. The U.S. is neither an island nor an entire continent, but the population of the U.S. is ten times that of Australia. And because of location, Australia has seasons opposite the U.S.;while the U.S. enjoys summer, Australia has winter.

Australia has many unusual animals not found naturally in the U.S. One of these is the platypus, which is a fur covered mammal which has a bill and webbed feet like a duck. The emu, a large bird that cannot fly, and the kangaroo are both unique to Australia.

The U.S. has some animals that don't appear in Australia. One of these is the bison. The whooping crane is a large graceful bird, and the few that are left can be found in the U.S. The grizzly bear, common in the U.S., is not found in Australia.

I. Similarities
   A.
   B.
   C. Common ancestry
   D.

II. Differences
   A. Australia an island, U.S. not
   B.
   C.
   D. Seasons are opposite

III. Animals of Australia
   A.
   B.
   C. Kangaroo

IV. Animals of the U.S.
   A.
   B.
   C. Grizzly bear

18. Which subtopic goes under the main topic II. Differences?

A. Both are landlocked
B. Australia always has winter
C. English language
D. U.S. smaller than Australia
E. Australia a continent, U.S. not

go on to the next page

19. Use the catalog cards to find the book that tells about: some of Africa's legends

A

Wild animal hunter

916 **Hubbard, Wynant Davis**
H86 Wild animal hunter; pictures by Albert Orbaan. Harper [1958]

148 p. illus.

"Adventure filled incidents drawn from the author's experiences as a white hunter in the African Veldt." Pub. W.

Glossary: p. 143-46. About the author: p. 147-48

B

916 **Quinn, Vernon**
Q4 Picture map geography of Africa; illus. by Charles E. Pont. Lippincott [1952]

119 p. illus., maps

Geographical facts are enriched by the continent's history and legend. Charles Pont's picture maps make clear the special features of each country.

C

916 **Gunther, John**
G95 Meet North Africa, by John Gunther with Sam and Beryl Epstein. Illus. by Grisha [pseud]. Harper [1957]

244 p. illus., map. (Meet the world book)

Consists of extracts from the author's Inside Africa.

Glossary: p. 234-37

D

916 **Darbois, Dominique**
D24 Agossou, boy of Africa. Story and photos by Dominique Darbois. Follett [1962]

47 p. illus. photos (Children of the world books)

"Originally published in French under the title of Agossou, le petit Africain."

Stop

5G

READING INVENTORY

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

X. circus
- A. ci- rcus
- B. cir- cus
- C. circ- us
- D. circus

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Phase IV
IGE Evaluation
November 1978

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Contract No. OB-NIE-G-78-0217

1. Which syllable of puppy has the accent, the first syllable or the second syllable? Fill in the box below the answer choice that shows the accent on the correct syllable.

   A. pup´ py
   B. pup py´

2. Which word in the sentence below tells that something belongs to someone or something?

   The bird thinks it's time to eat his worms.

   A. it's
   B. his
   C. worms
   D. *none*

3. Add one of the suffixes below to the word organize to make it fit into this sentence:

   Mrs. Jones will do a good job as the ______ of the cookie sale.

   A. -al: of, like, or suitable for; the act or process of
   B. -er: a person or thing that; a person living in; a person having to do with; more
   C. -ive: of or having to do with; likely to; given to
   D. -ure: act or result; condition of being; a thing or group that

4. Does sentence (2) mean the same thing as sentence (1)?

   (1) Using three bright constellations as a guide to his campsite, John found his way through the dark rocky canyon that lay between two steep mountains.

   (2) John didn't get lost in the rough country below two mountains since he knew how to get his directions from several groups of stars.

   A. yes
   B. no

go on to the next page

5. Which answer choice best describes what the whole passage is about?

One type of cloud is thin, white, and filmy and is made of ice crystals. Another type of cloud is big, white, and puffy and appears when the weather is fair. When this cloud turns black, we know that there might be a thunderstorm. Thunderstorms bring lightning and rain. A still different kind of cloud has no exact form and usually covers the whole sky. This cloud is seen most often in the winter. Winter brings cold weather. Another cloud is a thick, gray cloud that may bring rain or snow.

A. One type of cloud is made of ice crystals.
B. Some clouds bring thunderstorms.
C. Rain and snow might come from thick, gray clouds.
D. There are different kinds of clouds.

6. Use the information in the paragraph to decide whether the sentence below it is right or wrong.

There are many different kinds of fruits. Fruits are formed from the part of the plant that makes the seeds. In some fruits the seed is inside a pit. The pit forms from the inside layer while the part we eat covers the pit. These fruits are called drupes. A peach is a drupe. An olive is a fruit that has a pit. We eat the outer layer of the olive. Another kind of fruit has a core like an apple where small seeds are stored. We eat the food found around the core. Apples and these kinds of fruits are called pomes. Another kind of fruit is the berry. In this kind of fruit, the seeds are found throughout the fleshy material which we eat. Tomatoes and watermelons are berries.

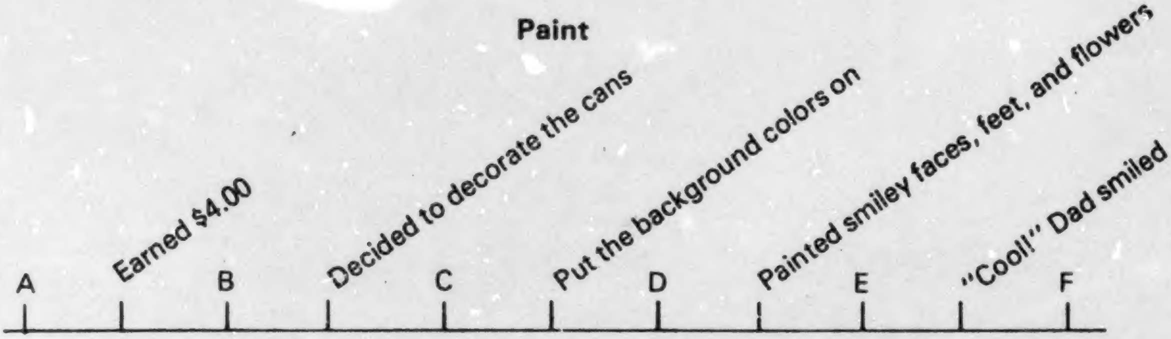
An olive is a pome.

A. right
B. wrong

go on to the next page

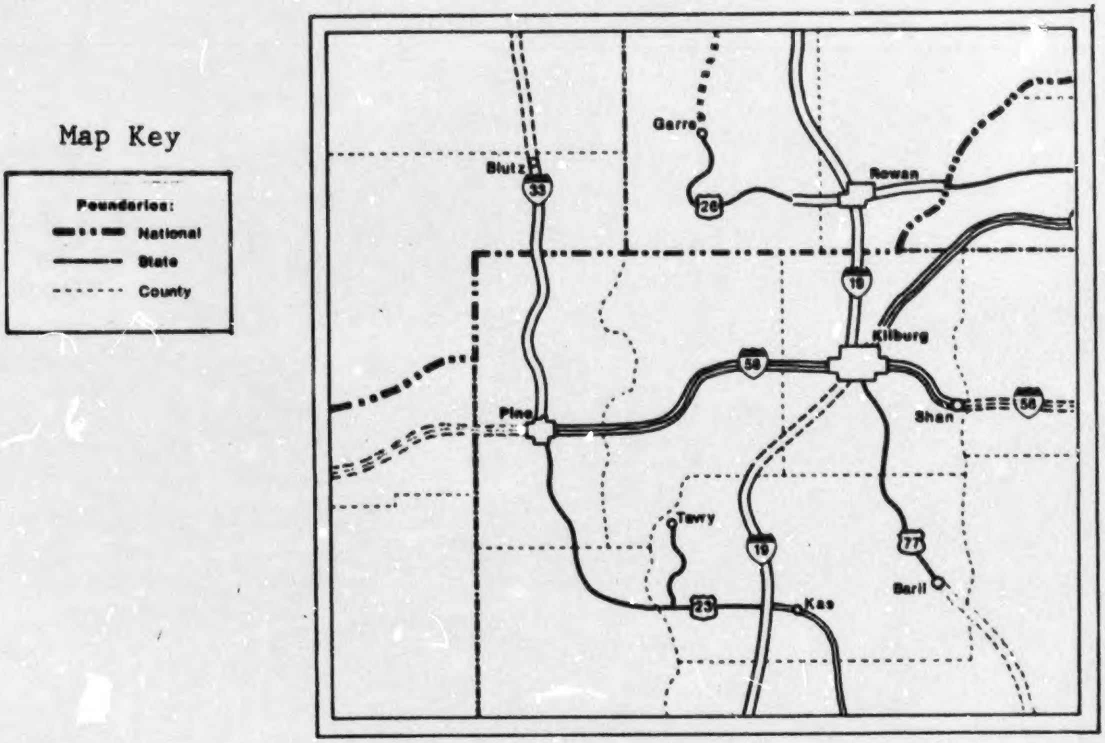
7. Look at the timeline and decide when the event written below would have occurred. Answer choices are the letters on the timeline.

Paint


Earned $4.00
Decided to decorate the cans
Put the background colors on
Painted smiley faces, feet, and flowers
"Cool!" Dad smiled
A
B
C
D
E
F

They walked to the hardware store and bought a couple of quart cans of paint--one of blue and one of green. With wild schemes in their minds, they also bought some smaller cans of yellow, red, and orange.

go on to the next page


Map Key
Boundaries:
National
State
County
Garre
Blutz
33
26
Rowan
16
Kilburg
58
Pine
Shan
58
Tavry
19
77
Baril
23
Kas

8. On the map above, Baril and Tavry are in the same

   A. country only
   B. country and state only
   C. country, state, and county

---

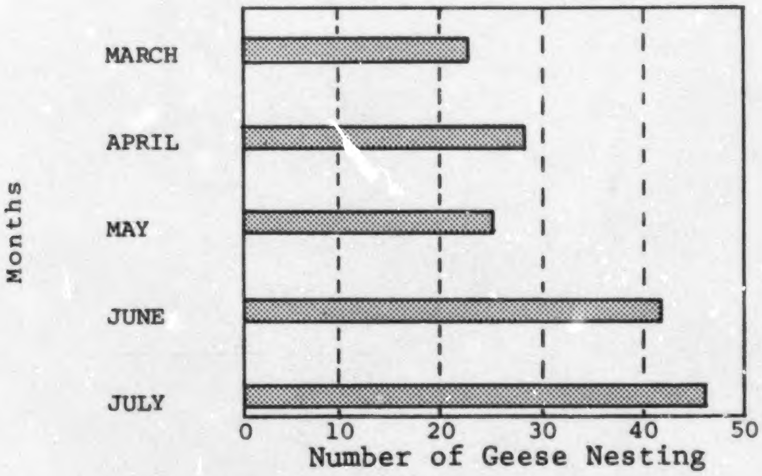
9. Which of the four titles would come first if they were catalog cards?

   A. Stamp Collector's Guide
   B. St. Patrick's Day
   C. St. Valentine's Day
   D. Strange Disappearance of Arthur Cluck

go on to the next page

USE THIS GRAPH TO ANSWER QUESTIONS 10 AND 11.

GEESE NESTING AT LAKE FALDER



10. How many geese were nesting in April?

A. 22
B. 25
C. 28
D. 38

11. How many more geese nested in July than in May?

A. 2
B. 8
C. 10
D. 20
E. 25

---

12. Use the pronunciation key to find the vowel sound of the underlined syllable. Find the answer choice with the same vowel sound.

PRONUNCIATION KEY

a – add
ā – āte
ä – fär
â – bâre
e – let
ē – shē
i – it
ī – īce
o – got
ō – sō
ou – house
oi – toy
ô – ôr
o͞o – co͞ol
o͝o – to͝ok
u – tug
û – fûr

soiree (swä rā')

A. soil
B. cup
C. farm
D. stair

go on to the next page

USE THIS TABLE TO ANSWER QUESTION 13.

Cars Sold in Greenfield
(Hundreds of Cars)

Kinds	Years							Total
	1967	1968	1969	1970	1971	1972	1973	
Dodge	2	1	1	4	3	6	3	20
Ford	5	4	6	3	3	3	4	28
Jeep	3	1	2	2	1	1	0	10
Pontiac	4	3	2	5	5	2	3	24
Volkswagen	2	1	1	2	0	3	2	11
Total	16	10	12	16	12	15	12	93

13. Altogether there were half as many Jeeps sold as

A. Dodges
B. Fords
C. Pontiacs
D. Volkswagons

---

14. Pick the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The taffy made the little boy's teeth stick together.

stick (stik) 1. to push something sharp or pointed into; pierce: *The nurse* stuck *me with a needle.* 2. to attach; fasten: *to* stick *a notice on a bulletin board.* 3. to stay or hold together: *This glue will make anything* stick. 4. to have the point embedded: *The splinter* stuck *in his arm for a week.* 5. to put (something) in a place: *Please* stick *this book in the drawer. Don't* stick *your head out of the window!* 6. to be caught so that it does not work; to be or become stuck: *The door* sticks *because it is warped.*

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

go on to the next page

15. Use the index page below to decide which page or pages tell about this topic:

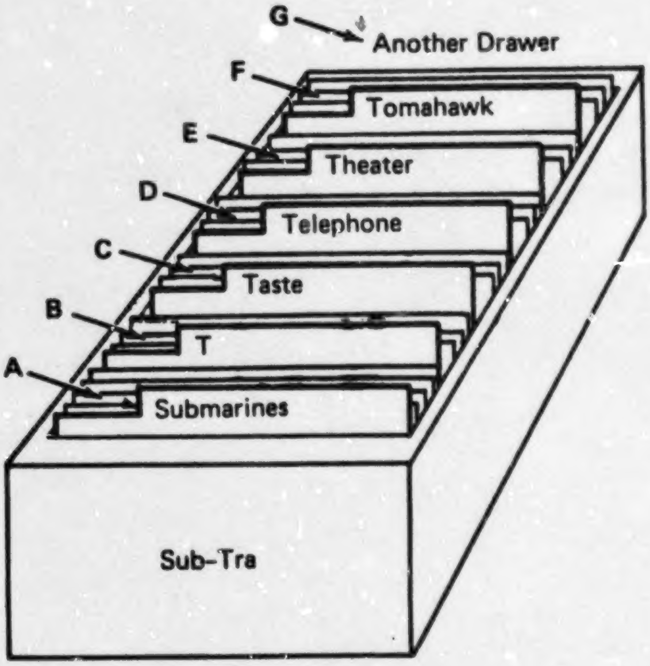
masked dancers at the girl's feast

A. pages 77-105
B. pages 97-103
C. page 99*
D. pages 101-2
E. probably not in this book

Copyrighted index deleted

16. Use the card catalog drawer below labeled Sub-Tra to show where you would find a card for the book:

The Totem Casts a Shadow


G
Another Drawer
F
Tomahawk
E
Theater
D
Telephone
C
Taste
B
T
A
Submarines
Sub-Tra

go on to the next page

17. Check the facts about Alaska given in Book A and Book B below. How do the books answer this question:

How much money is gold worth each year?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

Book A

ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

Facts About Alaska	
Population	226,000
Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
Winter	-9° F
Summer	55° F

Products	Dollar Value per Year
Oil	100,000,000
Processing	91,000,000
Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B

ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

About Alaska		
Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	Yearly Dollar Value
Animal Skins	6,000,000
Fish	57,000,000
Gold	30,000.000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

go on to the next page

USE THIS STORY AND OUTLINE TO ANSWER THE QUESTION BELOW.

Australia and the United States

Australia has many things in common with the United States. Both countries are about the same size, and both were colonized by the British. So both countries share a common ancestry and speak the same English language.

But in other ways Australia is very different from the United States. Australia is a large island and a whole continent. The U.S. is neither an island nor an entire continent, but the population of the U.S. is ten times that of Australia. And because of location, Australia has seasons opposite the U.S.;while the U.S. enjoys summer, Australia has winter.

Australia has many unusual animals not found naturally in the U.S. One of these is the platypus, which is a fur covered mammal which has a bill and webbed feet like a duck. The emu, a large bird that cannot fly, and the kangaroo are both unique to Australia.

The U.S. has some animals that don't appear in Australia. One of these is the bison. The whooping crane is a large graceful bird, and the few that are left can be found in the U.S. The grizzly bear, common in the U.S., is not found in Australia.

I. Similarities
    A.
    B.
    C. Common ancestry
    D.

II. Differences
    A. Australia an island, U.S. not
    B.
    C.
    D. Seasons are opposite

III. Animals of Australia
    A.
    B.
    C. Kangaroo

IV. Animals of the U.S.
    A.
    B.
    C. Grizzly bear

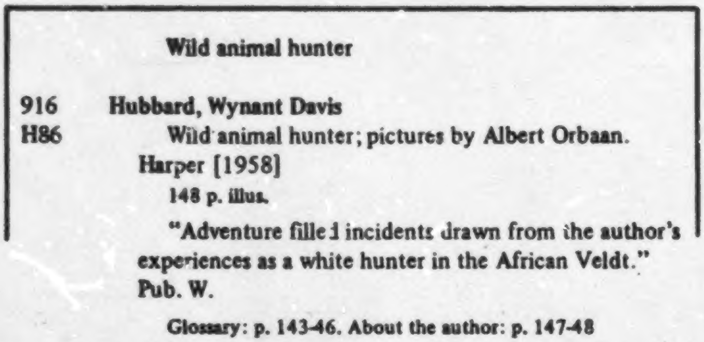
18. Which subtopic goes under the main topic *II. Differences?*

A. Both are landlocked
B. Australia always has winter
C. English language
D. U.S. smaller than Australia
E. Australia a continent, U.S. not

go on to the next page

19. Use the catalog cards to find the book that tells about: some of Africa's legends

A



Wild animal hunter

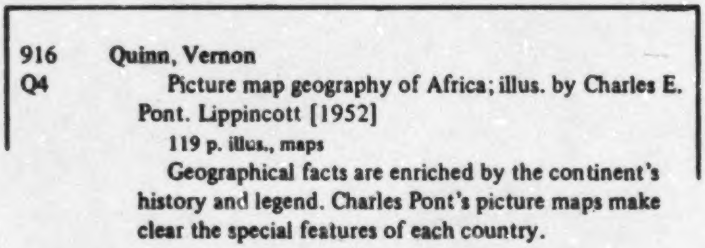
916 **Hubbard, Wynant Davis**
H86 Wild animal hunter; pictures by Albert Orbaan. Harper [1958]

148 p. illus.

"Adventure filled incidents drawn from the author's experiences as a white hunter in the African Veldt." Pub. W.

Glossary: p. 143-46. About the author: p. 147-48

B

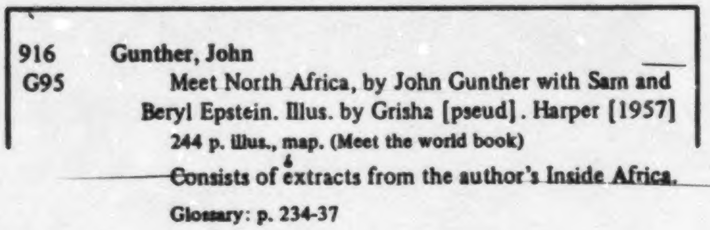


916 **Quinn, Vernon**
Q4 Picture map geography of Africa; illus. by Charles E. Pont. Lippincott [1952]

119 p. illus., maps

Geographical facts are enriched by the continent's history and legend. Charles Pont's picture maps make clear the special features of each country.

C



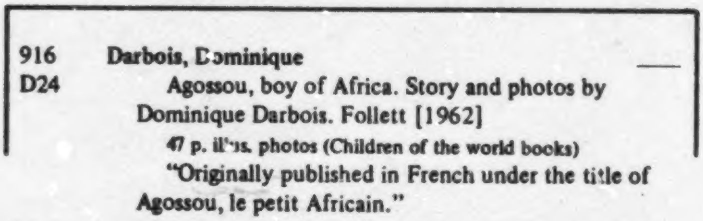
916 **Gunther, John**
G95 Meet North Africa, by John Gunther with Sam and Beryl Epstein. Illus. by Grisha [pseud]. Harper [1957]

244 p. illus., map. (Meet the world book)

Consists of extracts from the author's Inside Africa.

Glossary: p. 234-37

D



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D24 Agossou, boy of Africa. Story and photos by Dominique Darbois. Follett [1962]

47 p. illus. photos (Children of the world books)

"Originally published in French under the title of Agossou, le petit Africain."

Stop

DIRECTIONS SHEET FOR ADMINISTERING READING INVENTORY 5H[1]

Materials for Testing

Each student will need:

- a Reading Inventory 5H booklet
- a Reading Inventory 5H answer sheet
- a sharpened No. 2 lead pencil with an eraser
- a cleared desk top or space to work
- a ruler

Each test administrator will need:

- this directions sheet
- a Reading Inventory 5H booklet for demonstration
- a Reading Inventory 5H answer sheet for demonstration
- extra sharpened No. 2 lead pencils with erasers
- a "Testing: Do Not Disturb" sign for the door
- a list for students absent from testing
- extra rulers

Identification Information

Students should be directed to print the following information on the answer sheet: first and last name, school, and month of testing.

INTRODUCTION TO TEST

SAY: Read the directions on the cover of your booklet silently as I read them out loud.

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

Look at example X in the box. The word circus is divided into syllables in several different ways. Which answer choice shows circus divided correctly? [*Wait for a response.*] Choice B is correct. Find the answer space for example X on your answer sheet. [*Point.*] Mark your answer to example X by filling in the white box below choice B. [*Check to see that students are marking the answer correctly.*]

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Note: Students should be able to read and understand the directions and questions for all of the test items. You may answer questions about pronunciation except for test item 1.

---

[1] Revised November 1978.

READING INVENTORY

5H

ID ___ ___ ___

MONTH ______________________

NAME ______________________ SCHOOL ______________________

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables and using references.

Mark all answers in your booklet by circling the letter for your choice. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn to page 1 and begin.

Phase IV
IGE Evaluation
October 1978

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Center Contract No. OB-NIE-G-78-0217

1. Some letters don't make sounds in a word. Mark each silent letter in the word wreath.

   A. w
   B. r
   C. e
   D. a
   E. t
   F. h

2. Which word in the sentence below tells that something belongs to someone or something?

   The tree's apples are red, so I'm picking them today.

   A. tree's
   B. apples
   C. I'm
   D. none

3. Read the sentences in (1) and decide what the underlined nonsense word stands for. Then look at the unfinished sentence in (2) and select the one answer choice you think best completes the sentence. (The nonsense word has the same meaning in both sets of sentences.)

   (1) Everyone in sixth grade is doing a social studies project. Because Sarah is working very talply on hers, it is going to be very good. Although Sarah may take longer to do her work, it may be the best in the sixth grade!

   (2) Hester showed she could mow the lawn talphy by doing it

   A. early in the morning.
   B. until it was just right.
   C. as quickly as possible.
   D. with her family's new mower.

go on to the next page

4. Does sentence (2) mean the same thing as sentence (1)?

   (1) Although Kelly knew that the salamander sitting on the stick was harmless, she still jumped back and dropped the stick on the ground.

   (2) When she spotted the resting animal, Kelly, although she knew she wouldn't be hurt, leaped without thinking and let the twig fall from her hand.

   A. yes
   B. no

5. Which answer choice best describes what the whole passage is about?

   A robin uses materials like grass, twigs, leaves, string, and mud to make its nest. A robin builds its nest in the spring. A duck piles loose grass on the ground and lines this nest with its own feathers. Because its feathers are so fluffy, ducks have very soft beds. The oven bird was given its name because of the strange shape of its nest. It uses leaves and grass to form a nest that looks like an oven. Some birds make floating nests out of water plants. Cliff swallows form mud and straw into little round nests.

   A. Ducks use feathers in their nests.
   B. Mud and straw are used by some birds to make little nests.
   C. Birds make nests out of many different materials.

6. Use the information in the paragraph to decide whether the sentence below it is right or wrong:

   Cathy likes to play pinball. To start the game, she shoots a steel ball to the top of the machine. Many of the bumpers are numbered. Each time the ball hits one of the numbered bumpers, she scores points. Sometimes the ball hits all the numbered bumpers. This means that she wins a free ball. Once in a while the scoreboard bell rings. Then Cathy knows she has won a free game. Many times the tilt light flashes. This tells her that the game is over and she hasn't won anything. On Tuesday Cathy played a game of pinball. All of a sudden the scoreboard bell on the machine rang.

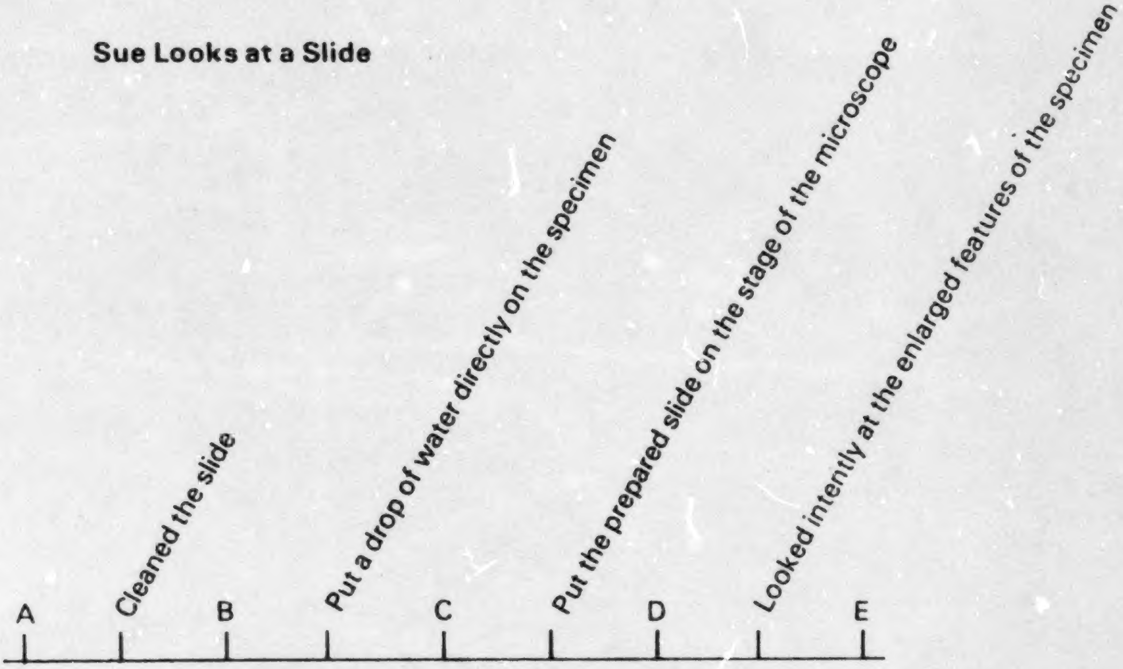
   The tilt light flashed during Cathy's game.

   A. right
   B. wrong

go on to the next page

7. Look at the timeline and decide when the event written below it would have occurred. Answer choices are the letters in the timeline.

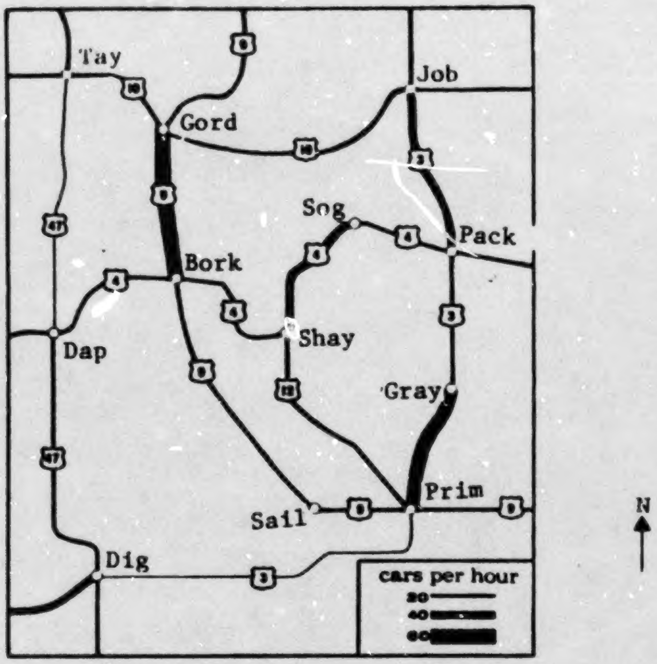
Sue Looks at a Slide


A
Cleaned the slide
B
Put a drop of water directly on the specimen
C
Put the prepared slide on the stage of the microscope
D
Looked intently at the enlarged features of the specimen
E

Sue adjusted the mirror and focused the microscope on her specimen.

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


Tay
Job
Gord
Sog
Pack
Bork
Shay
Dap
Gray
Prim
Sail
Dig
47
4
3
cars per hour
20
40
60
N

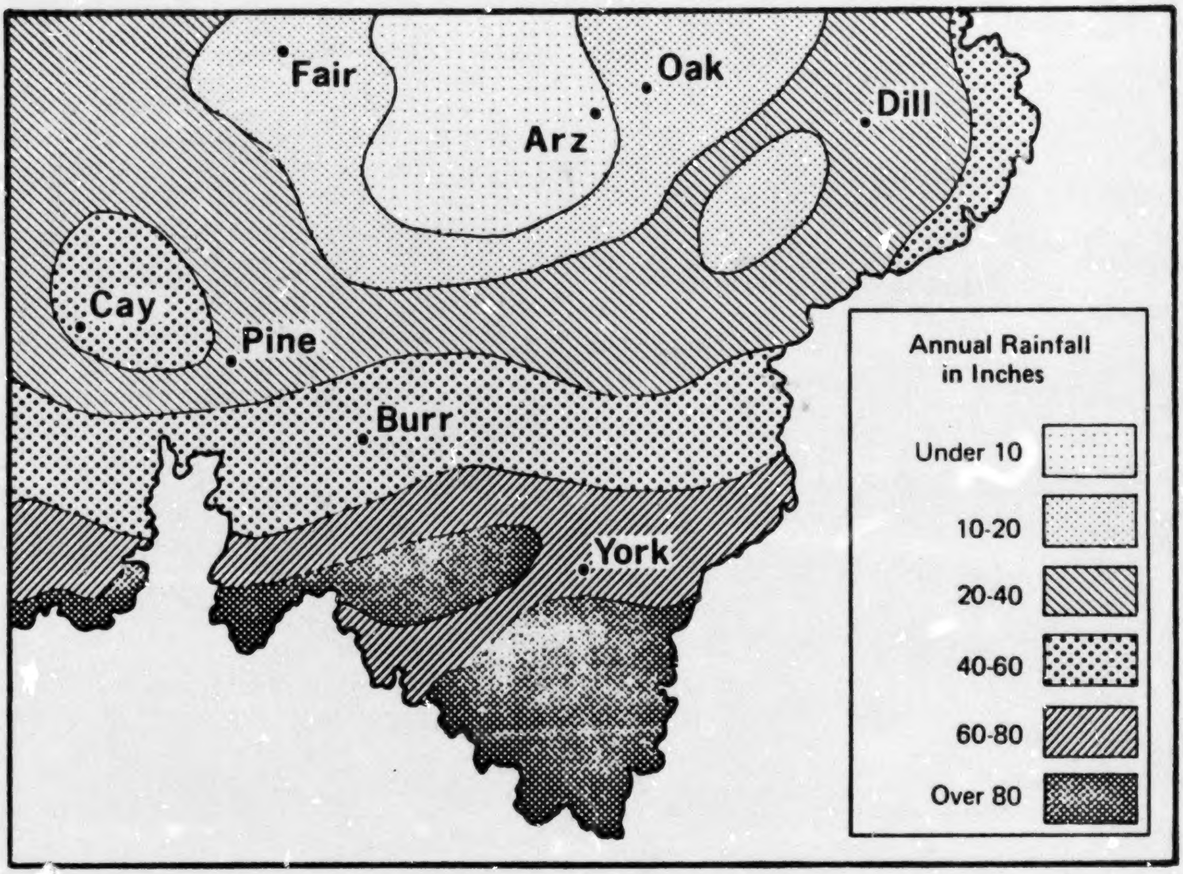
8. On how many sections of highway do 60 cars per hour travel?

   A. 2
   B. 3
   C. 4
   D. 6

9. What town is northwest of Sail?

   A. Shay
   B. Dap
   C. Dig
   D. Prim
   E. Cray
   F. Gob

go on to the next page


Fair
Oak
Arz
Dill
Cay
Pine
Burr
York
Annual Rainfall in Inches
Under 10
10-20
20-40
40-60
60-80
Over 80

10. Use the map above to answer the question:

In which city would it be most likely to rain every day of the year?

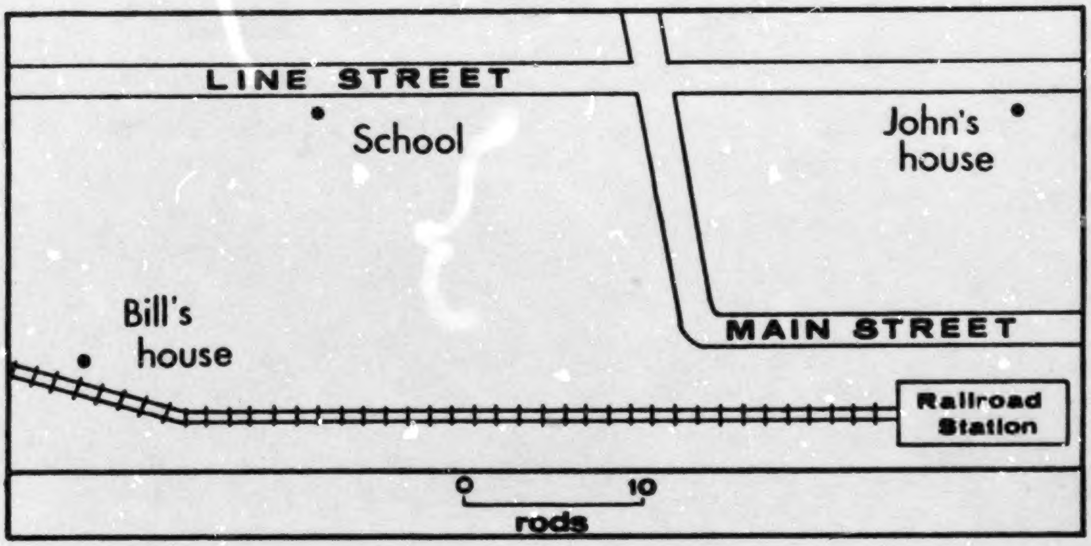
A. Arz
B. Burr
C. Cay
D. Dill
E. Fair
F. Oak
G. Pine
H. York

---

11. Which of the four titles would come first if they were catalog cards?

A. 13 Monsters
B. 21st Century
C. 101 Hand Puppets
D. 2000 Years of Space Travel

go on to the next page


LINE STREET
School
John's house
Bill's house
MAIN STREET
Railroad Station
0
10
rods

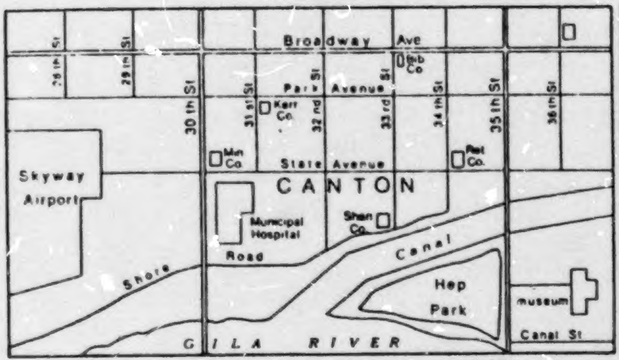
12. Use the map above to answer this question:

How far is it from Bill's house to the school to John's house?

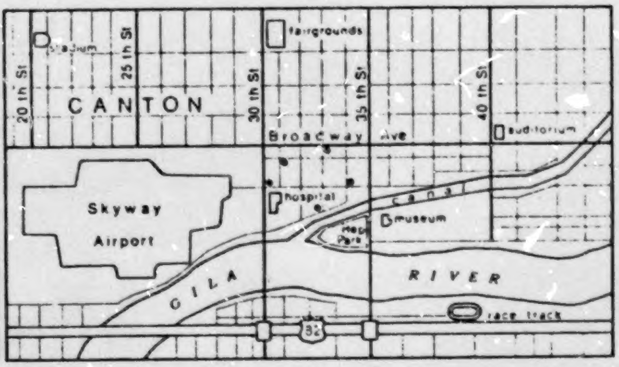
A. about 2 rods
B. about 6 rods
C. about 40 miles
D. about 60 miles
E. about 20 rods
F. about 60 rods

go on to the next page

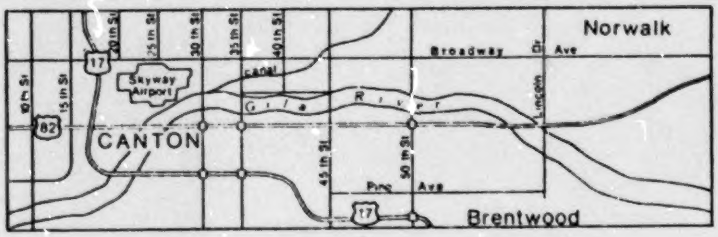
USE THESE MAPS TO ANSWER QUESTION 13.


Broadway Ave
28th St
29th St
30th St
31st St
32nd St
33rd St
34th St
35th St
36th St
Park Avenue
Web Co
Kerr Co.
Min Co
State Avenue
Pet Co.
CANTON
Skyway Airport
Municipal Hospital
Shen Co.
Road
Shore
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
fairgrounds
20th St
25th St
30th St
35th St
40th St
CANTON
Broadway Ave
auditorium
Skyway Airport
hospital
Canal
museum
Hep Park
GILA
RIVER
race track
82
0
2
miles
• Company Sites

Map B


10th St
15th St
20th St
25th St
30th St
35th St
40th St
17
82
Skyway Airport
canal
Gila River
CANTON
Norwalk
Broadway Ave
Lincoln Dr
45th St
50th St
Pine Ave
Brentwood
0
5
miles

Map C

13. Jon lives about $\frac{1}{2}$ mile northeast of the auditorium. Which map(s) should you use to get to his house?

A. A only
B. B only
C. C only
D. A and B
E. B and C
F. A, B, and C

---

14. Select the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The ground was so hard where he built his house that he could not dig a well.

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

ground (ground) 1. surface of the earth: *from* ground *to sky.* 2. soil; earth; land: *fertile* ground; *frozen* ground. 3. land for a particular use: *hunting* ground; *fishing* ground. 4. land under water: *The ship hit* ground. 5. to cause to hit bottom; to run aground: *to* ground *a boat.* 6. to force an airplane to land or to stay on land: *Planes were* grounded *by the fog.*

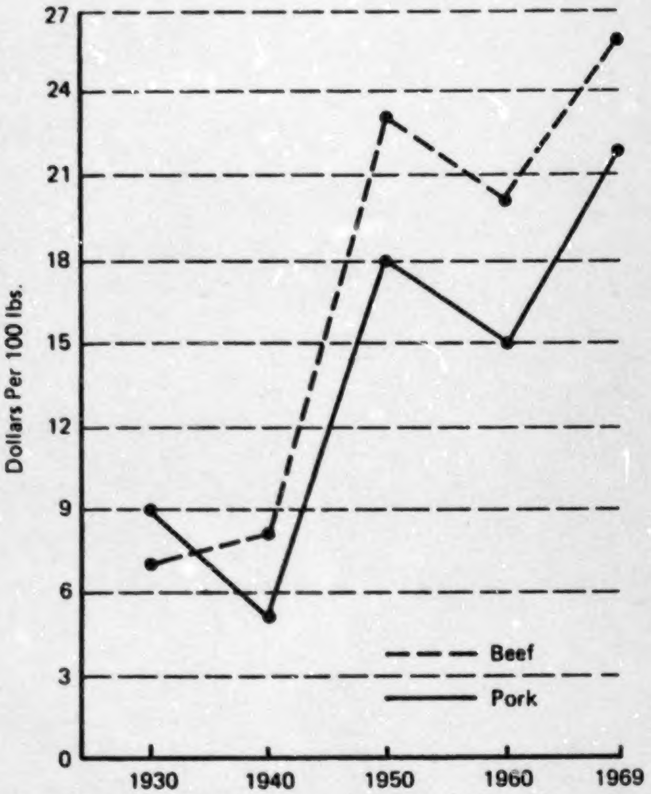
go on to the next page

15. Use the graph at the right to answer this question:

How much more was received for 100 pounds of beef in 1950 than in 1960?

A. $ 1
B. $ 3
C. $ 5
D. $ 6
E. $ 7
F. $15

Average Prices Received by U.S. Farmers



Adapted from *The World Almanac and Book of Facts*, 1971 Edition (New York: Newspaper Enterprise Association, 1970).

Cars Sold in Greenfield
(Hundreds of Cars)

Kinds	Years							Total
	1967	1968	1969	1970	1971	1972	1973	
Dodge	2	1	1	4	3	6	3	20
Ford	5	4	6	3	3	3	4	28
Jeep	3	1	2	2	1	1	0	10
Pontiac	4	3	2	5	5	2	3	24
Volkswagen	2	1	1	2	0	3	2	11
Total	16	10	12	16	12	15	12	93

16. In what year were three times as many Dodges sold as in 1967?

A. 1968
B. 1969
C. 1970
D. 1971
E. 1972
F. 1973

go on to the next page

Book A ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

Facts About Alaska	
Population	226,000
Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
Winter	-9° F
Summer	55° F

Products	Dollar Value per Year
Oil	100,000,000
Processing	91,000,000
Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

About Alaska		
Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	Yearly Dollar Value
Animal Skins	6,000,000
Fish	57,000,000
Gold	30,000,000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

17. Check the facts about Alaska given in Book A and Book B above. How do the books answer this question:

How large is Alaska?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

go on to the next page

18. Use the index below to decide which pages tell about this topic:

the eruption of Mt. Pelée, Martinique

A. pages 7, 8, 17, 54
B. pages 7-20
C. pages 9, 14, 17, and others
D. pages 36, 54, 77
E. *probably not in this book*

Copyrighted index deleted

19. Use this story and outline to answer the following question:

Olympic Games

The Olympic Games are held every four years. The Olympic flame has been the symbol of the Olympics since the first games were held in Elis, Greece. These first games honored the Greek gods, but the modern Olympics have been held for the best athletes to compete together in peace and friendship.

The Olympic games are divided into summer and winter games. In the summer games, athletes compete in track and field events like relays, hurdles, and pole vaulting. Summer team events include basketball, soccer, and volleyball. In the winter games, most of the sports like skiing and bobsledding or figure skating and hockey are played on either snow or ice.

Each athlete spends many months or even years training for the Olympics. All these athletes must be amateurs, and in each event a country can enter only three individuals or one team. A gold medal is given for first place, a silver medal for second place, and a bronze medal for third place. But the biggest prize is the honor of competing in the Olympics.

- I. History
  - A. Held every four years
  - B. Olympic flame is symbol
  - C.
  - D.
  - E.
- II. Summer games
  - A. Track and field events
  - B.
- III. Winter games
  - A.
  - B. Games on ice
- IV. Participants
  - A.
  - B.
  - C. Three individuals or one team from a country for each event
- V. Prizes
  - A.
  - B.
  - C. Third place–bronze medal
  - D.

Which subtopic goes under the main topic III. Winter games?

A. No winter games in Greece
B. Snowball fights
C. Games on snow
D. Held every four years
E. Originated in Norway

go on to the next page

20. Use the catalog cards below to find the book that: contains photographs

A

PLANTS

581 **Dodge, Bertha Sanford, 1902-**
D66 Plants that changed the world; illus. by Henry B. Kane. Little [1959]

183 p. illus. (A Junior Literary Guild selection)

A study of the contributions of several plants to man's health and economic welfare.

Bibliography: p. 175-77

B

Strange plants and their ways

581 **Hutchins, Ross Elliot, 1906-**
H97 Strange plants and their ways; with 60 photographs by the author. Rand McNally [1958]

96 p. illus., photos.

"After first explaining how ordinary plants live, grow, and reproduce [the author] describes in animated text and excellent photographs the strange habits of such plants as the yucca tree, Venus flytrap, [and others]."

C

901 **Beaty, Janice J**
P182b Plants in his pack; a life of Edward Palmer, adventurous botanist and collector, by Janice J. Beaty. Illus. by Joan Berg. Pantheon [1964]

182 p. illus., maps

D

581 **Lucas, Jannette May**
L96 Indian harvest; wild food plants of America; illus. by Helene Carter. Lippincott [1945]

118 p illus.

Story of early American foods: where they were found, how they were prepared and some of the fanciful legends surrounding them.

Stop

READING INVENTORY

5H

This is a test about reading skills. There are questions about words, sentences, and stories. There also are questions about reading maps, graphs, and tables, and using references.

X. circus
A. ci- rcus
B. cir- cus
C. circ- us
D. circus

Mark all answers on your answer sheet by filling in the box below your choice. Be sure that the question number on your answer sheet is the same as the question number in your test booklet. When you're not sure of an answer, mark the answer you think is right. If you don't understand the directions for a question, raise your hand and I will come and help you. Turn the page and begin.

Phase IV
IGE Evaluation
November 1978

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Contract No. OB-NIE-G-78-0217

1. Some letters don't make sounds in a word. Fill in the box below each silent letter in the word wreath.

2. Which word in the sentence below tells that something belongs to someone or something?

   The tree's apples are red, so I'm picking them today.

   A. tree's
   B. apples
   C. I'm
   D. *none*

3. Read the sentences in (1) and decide what the underlined nonsense word stands for. Then look at the unfinished sentence in (2) and select the one answer choice you think best completes the sentence. (The nonsense word has the same meaning in both sets of sentences.)

   (1) Everyone in sixth grade is doing a social studies project. Because Sarah is working very talply on hers, it is going to be very good. Although Sarah may take longer to do her work, it may be the best in the sixth grade!

   (2) Hester showed she could mow the lawn talply by doing it

   A. early in the morning.
   B. until it was just right.
   C. as quickly as possible.
   D. with her family's new mower.

go on to the next page

4. Does sentence (2) mean the same thing as sentence (1)?

   (1) Although Kelly knew that the salamander sitting on the stick was harmless, she still jumped back and dropped the stick on the ground.

   (2) When she spotted the resting animal, Kelly, although she knew she wouldn't be hurt, leaped without thinking and let the twig fall from her hand.

   A. yes
   B. no

5. Which answer choice best describes what the whole passage is about?

   A robin uses materials like grass, twigs, leaves, string, and mud to make its nest. A robin builds its nest in the spring. A duck piles loose grass on the ground and lines this nest with its own feathers. Because its feathers are so fluffy, ducks have very soft beds. The oven bird was given its name because of the strange shape of its nest. It uses leaves and grass to form a nest that looks like an oven. Some birds make floating nests out of water plants. Cliff swallows form mud and straw into little round nests.

   A. Ducks use feathers in their nests.
   B. Mud and straw are used by some birds to make little nests.
   C. Birds make nests out of many different materials.

6. Use the information in the paragraph to decide whether the sentence below it is right or wrong:

   Cathy likes to play pinball. To start the game, she shoots a steel ball to the top of the machine. Many of the bumpers are numbered. Each time the ball hits one of the numbered bumpers, she scores points. Sometimes the ball hits all the numbered bumpers. This means that she wins a free ball. Once in a while the scoreboard bell rings. Then Cathy knows she has won a free game. Many times the tilt light flashes. This tells her that the game is over and she hasn't won anything. On Tuesday Cathy played a game of pinball. All of a sudden the scoreboard bell on the machine rang.

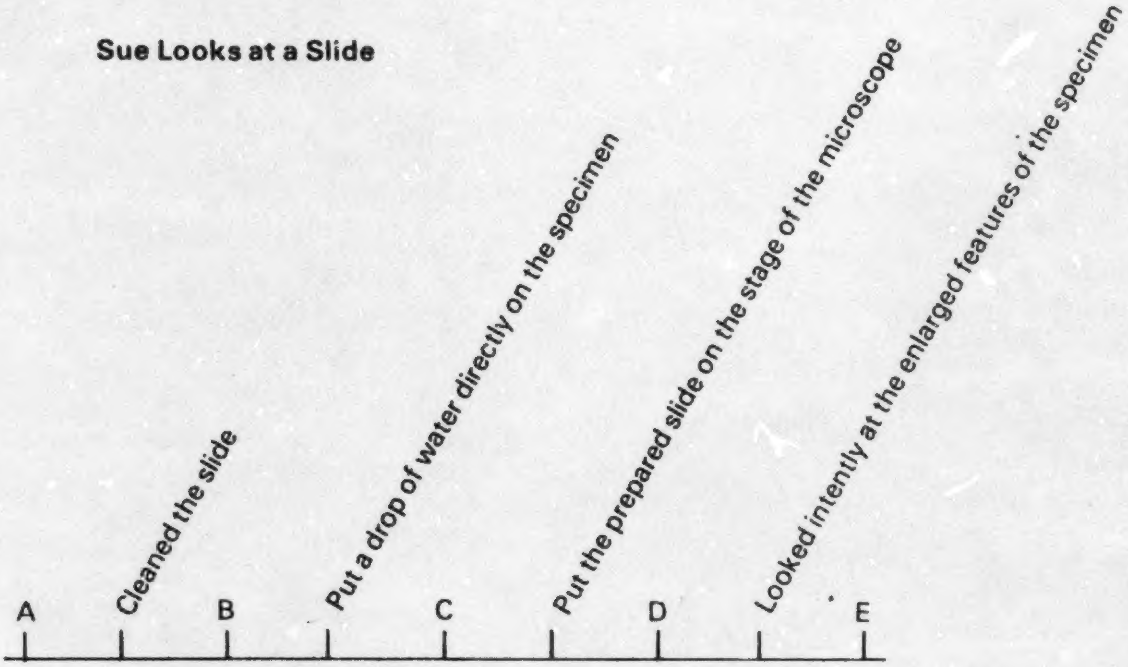
   The tilt light flashed during Cathy's game.

   A. right
   B. wrong

go on to the next page

7. Look at the timeline and decide when the event written below it would have occurred. Answer choices are the letters in the timeline.

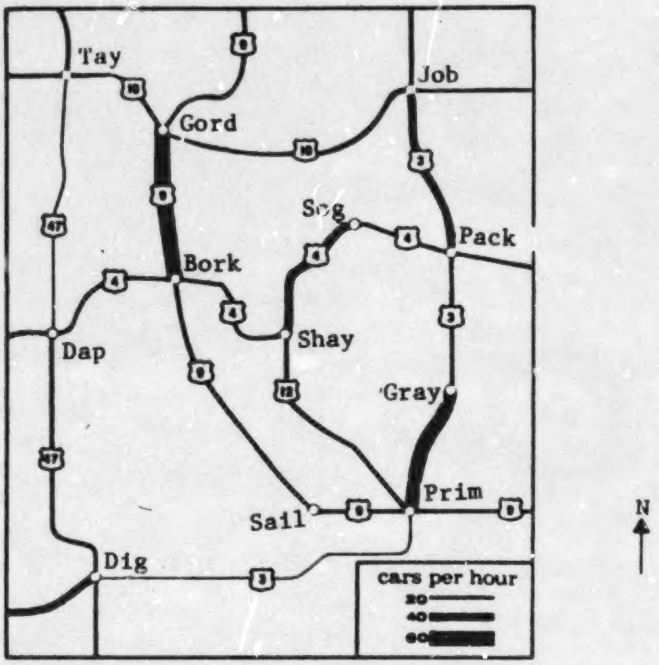
Sue Looks at a Slide


A
Cleaned the slide
B
Put a drop of water directly on the specimen
C
Put the prepared slide on the stage of the microscope
D
Looked intently at the enlarged features of the specimen
E

Sue adjusted the mirror and focused the microscope on her specimen.

go on to the next page

USE THIS MAP TO ANSWER QUESTIONS 8 AND 9.


Tay
Job
Gord
Seg
Pack
Bork
Shay
Dap
Gray
Prim
Sail
Dig
8
10
10
3
8
47
4
4
4
4
3
8
18
47
8
8
3
cars per hour
20
40
60
N

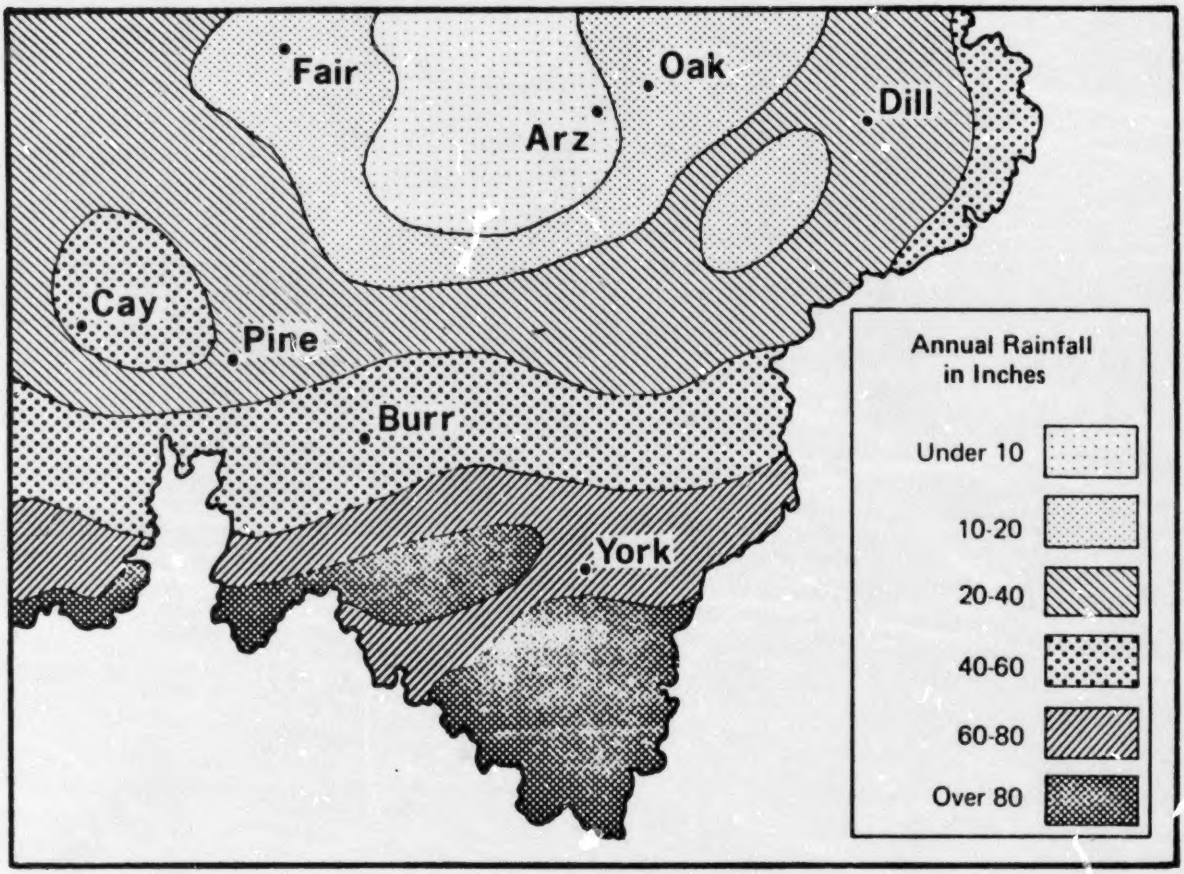
8. On how many sections of highway do 60 cars per hour travel?

   A. 2
   B. 3
   C. 4
   D. 6

9. What town is northwest of Sail?

   A. Shay
   B. Dap
   C. Dig
   D. Prim
   E. Gray
   F. Gob

go on to the next page


Fair
Oak
Arz
Dill
Cay
Pine
Burr
York
Annual Rainfall in Inches
Under 10
10-20
20-40
40-60
60-80
Over 80

10. Use the map above to answer the question:

In which city would it be most likely to rain every day of the year?

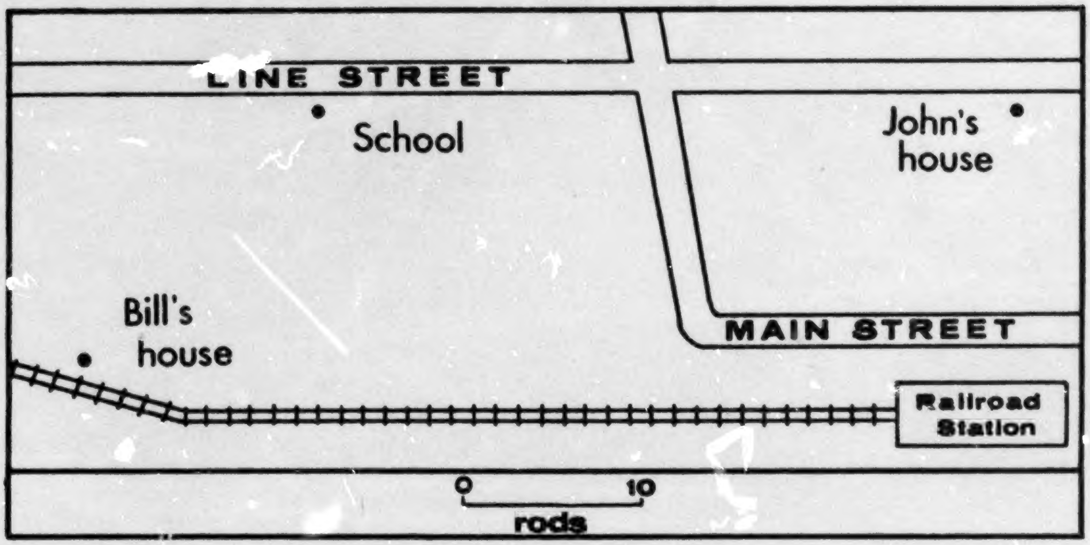
A. Arz
B. Burr
C. Cay
D. Dill
E. Fair
F. Oak
G. Pine
H. York

---

11. Which of the four titles would come first if they were catalog cards?

A. 13 Monsters
B. 21st Century
C. 101 Hand Puppets
D. 2000 Years of Space Travel

go on to the next page


LINE STREET
School
John's house
Bill's house
MAIN STREET
Railroad Station
0
10
rods

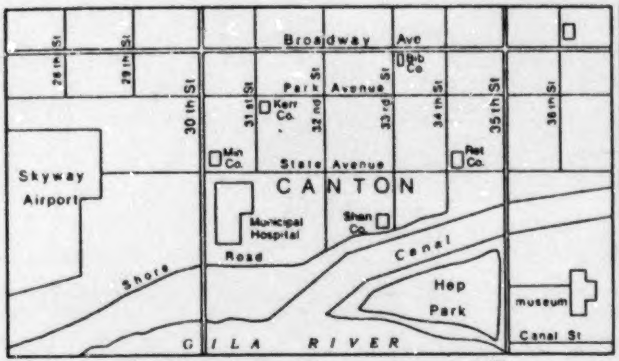
12. Use the map above to answer this question:

How far is it from Bill's house to the school to John's house?

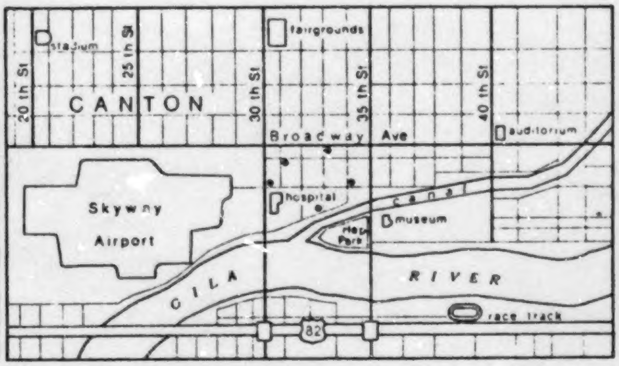
A. about 2 rods
B. about 6 rods
C. about 40 miles
D. about 60 miles
E. about 20 rods
F. about 60 rods

go on to the next page

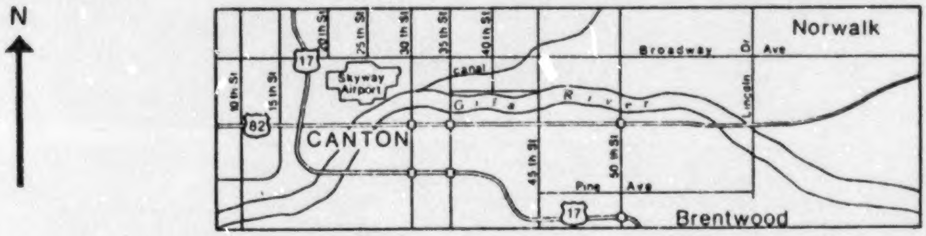
USE THESE MAPS TO ANSWER QUESTION 13.


Broadway Ave
Park Avenue
State Avenue
28th St
29th St
30th St
31st St
32nd St
33rd St
34th St
35th St
38th St
Bob Co.
Kerr Co.
Min Co.
Rot Co.
Shan Co.
CANTON
Skyway Airport
Municipal Hospital
Shore Road
Canal
Hep Park
museum
Canal St
GILA RIVER
0
1/2
miles

Map A


stadium
fairgrounds
20th St
25th St
30th St
35th St
40th St
CANTON
Broadway Ave
auditorium
Skyway Airport
hospital
Canal
Hep Park
museum
GILA RIVER
82
race track
0
2
miles
• Company Sites

Map B


N
10th St
15th St
20th St
25th St
30th St
35th St
40th St
45th St
50th St
17
82
Skyway Airport
canal
Gila River
CANTON
Norwalk
Broadway Ave
Lincoln Dr
Pine Ave
Brentwood
0
5
miles

Map C

13. Jon lives about $\frac{1}{2}$ mile northeast of the auditorium. Which map(s) should you use to get to his house?

A. A only
B. B only
C. C only
D. A and B
E. B and C
F. A, B, and C

---

14. Select the correct dictionary entry below the sentence to find the meaning of the underlined word in this sentence:

The ground was so hard where he built his house that he could not dig a well.

A. 1
B. 2
C. 3
D. 4
E. 5
F. 6

ground (ground) 1. surface of the earth: *from* ground *to sky.* 2. soil; earth; land: *fertile* ground; *frozen* ground. 3. land for a particular use: *hunting* ground; *fishing* ground. 4. land under water: *The ship hit* ground. 5. to cause to hit bottom; to run aground: *to* ground *a boat.* 6. to force an airplane to land or to stay on land: *Planes were* grounded *by the fog.*

BEST COPY AVAILABLE

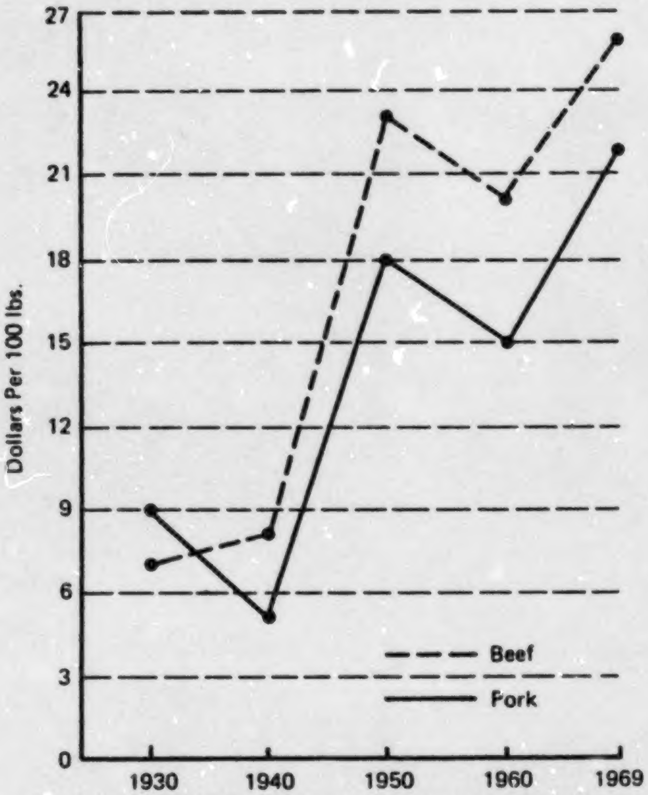
go on to the next page

15. Use the graph at the right to answer this question:

How much more was received for 100 pounds of beef in 1950 than in 1960?

A. $ 1
B. $ 3
C. $ 5
D. $ 6
E. $ 7
F. $15

Average Prices Received by U.S. Farmers



Adapted from *The World Almanac and Book of Facts*, 1971 Edition (New York: Newspaper Enterprise Association, 1970).

Cars Sold in Greenfield
(Hundreds of Cars)

Kinds	Years							Total
	1967	1968	1969	1970	1971	1972	1973	
Dodge	2	1	1	4	3	6	3	20
Ford	5	4	6	3	3	3	4	28
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Pontiac	4	3	2	5	5	2	3	24
Volkswagen	2	1	1	2	0	3	2	11
Total	16	10	12	16	12	15	12	93

16. In what year were three times as many Dodges sold as in 1967?

A. 1968
B. 1969
C. 1970
D. 1971
E. 1972
F. 1973

go on to the next page

17. Check the facts about Alaska given in Book A and Book B below. How do the books answer this question:

How large is Alaska?

A. Only A answers
B. Only B answers
C. A and B answer the same
D. A and B answer differently
E. Neither A nor B answers

Book A

ALASKA

In 1867 William Seward bought Alaska for the United States from Russia for a little over seven million dollars. At that time many people thought Alaska was all ice and snow, so they called the purchase "Seward's Icebox." Almost 100 years later, in 1959, Alaska became the 49th state in the United States. Today it is the largest state and has the fewest number of people living in it. The largest number of jobs in Alaska are with the government. The second largest number of jobs are in fishing and preparing the fish for market. Salmon and king crab are the two most valuable sea products.

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Size	586,000 square miles
Capital City	Juneau
Governor	Keith Miller
Average Temperature	
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Products	Dollar Value per Year
Oil	100,000,000
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Fish	57,000,000
Salmon	38,000,000
Natural Gas	50,000,000
Sand and Gravel	15,000,000
Animal Skins	6,000,000
Seal Skins	2,000,000

Book B

ALASKA

Although some people had thought it was foolish to buy Alaska from Russia, today the value of the resources taken from this area, such as the fish, minerals, and timber, has paid back the purchase price hundreds of times. When Alaska became a state in 1959, it was the first new state in 47 years. It was the only state that was separated from the United States by another country. Also, it is the largest state in size. Alaska is famous for its snow-covered mountains and beautiful scenery. It has the fourteen highest mountains and most of the active volcanoes in the United States.

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Size		586,000 square miles
Population		128,000
Governor		Walter Hickel
Capital		Juneau
Temperature		
Summer:	average	59° F
	warmest	100° F
Winter:	average	-9° F
	coldest	-76° F

Major Products	Yearly Dollar Value
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Fish	57,000,000
Gold	30,000,000
Natural Gas	30,000,000
Oil	60,000,000
Processing	
Food	45,000,000
Wood	15,000,000

go on to the next page

18. Use the index below to decide which pages tell about this topic:

the eruption of Mt. Pelée, Martinique

A. pages 7, 8, 17, 54
B. pages 7-20
C. pages 9, 14, 17, and others
D. pages 36, 54, 77
E. *probably not in this book*

Copyrighted index deleted

19. Use this story and outline to answer the following question:

Olympic Games

The Olympic Games are held every four years. The Olympic flame has been the symbol of the Olympics since the first games were held in Elis, Greece. These first games honored the Greek gods, but the modern Olympics have been held for the best athletes to compete together in peace and friendship.

The Olympic games are divided into summer and winter games. In the summer games, athletes compete in track and field events like relays, hurdles, and pole vaulting. Summer team events include basketball, soccer, and volleyball. In the winter games, most of the sports like skiing and bobsledding or figure skating and hockey are played on either snow or ice.

Each athlete spends many months or even years training for the Olympics. All these athletes must be amateurs, and in each event a country can enter only three individuals or one team. A gold medal is given for first place, a silver medal for second place, and a bronze medal for third place. But the biggest prize is the honor of competing in the Olympics.

- I. History
  - A. Held every four years
  - B. Olympic flame is symbol
  - C.
  - D.
  - E.
- II. Summer games
  - A. Track and field events
  - B.
- III. Winter games
  - A.
  - B. Games on ice
- IV. Participants
  - A.
  - B.
  - C. Three individuals or one team from a country for each event
- V. Prizes
  - A.
  - B.
  - C. Third place–bronze medal
  - D.

Which subtopic goes under the main topic *III. Winter games?*

A. No winter games in Greece
B. Snowball fights
C. Games on snow
D. Held every four years
E. Originated in Norway

go on to the next page

20. Use the catalog cards below to find the book that: contains photographs

A

PLANTS

581 **Dodge, Bertha Sanford, 1902-**
D66 Plants that changed the world; illus. by Henry B. Kane. Little [1959]

183 p. illus. (A Junior Literary Guild selection)

A study of the contributions of several plants to man's health and economic welfare.

Bibliography: p. 175-77

B

Strange plants and their ways

581 **Hutchins, Ross Elliot, 1906-**
H97 Strange plants and their ways; with 60 photographs by the author. Rand McNally [1958]

96 p. illus., photos.

"After first explaining how ordinary plants live, grow, and reproduce [the author] describes in animated text and excellent photographs the strange habits of such plants as the yucca tree, Venus flytrap, [and others]."

C

901 **Beaty, Janice J**
P182b Plants in his pack; a life of Edward Palmer, adventurous botanist and collector, by Janice J. Beaty. Illus. by Joan Berg. Pantheon [1964]

182 p. illus., maps

D

581 **Lucas, Jannette May**
L96 Indian harvest; wild food plants of America; illus. by Helene Carter. Lippincott [1945]

118 p. illus.

Story of early American foods: where they were found, how they were prepared and some of the fanciful legends surrounding them.

Stop

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